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ABSTRACT

The curriculum guide is intended to provide a strong, comprehensive preschool program for children with hearing impairments at the special school, the Kendall Demonstration Elementary School (District of Columbia). The curriculum offers the following: (1) necessary routines for organizing the school day; (2) intensive, ongoing use of language--written, spoken, and signed; (3) ample opportunities for effective communication, both expressive and receptive, with peers and adults; and (4) an initial understanding of mathematics, science, and social studies concepts. The initial chapter provides an introduction to the program including the school philosophy and parent role. Outlined next are the scope and sequence of the preschool objectives for language, language arts, social studies, mathematics, science, social-emotional development, fine motor skills, and gross motor skills. Instructional units are then detailed for older and younger groups including lesson plans which include objectives, main ideas, materials, procedures, and evaluation procedures. Five appendixes include a 31-item bibliography, the Kendall Communicative Proficiency Scale, a sample instructional unit demonstrating ways to incorporate speech and auditory training, a story unit showing the use of children's literature to teach content, and a sample science unit. (DB)

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Kendall Demonstration Elementary School

PRESCHOOL CURRICULUM GUIDE

Developed by
KDES Preschool Faculty and Staff
Pre-College Programs
Gallaudet University

"to give our children roots and wings"

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An ongoing project of KDES preschool faculty members for many years has been the finalization and publication of a comprehensive preschool curriculum guide. The original plan for the guide was developed by members of the department under the leadership of Janice Welborn, former principal of Kendall School. The work continued in stages, with individual preschool teachers contributing insights and information based on their day-to-day classroom experience. The finished guide, therefore, is really the product of years of work by a large number of teachers.

I particularly want to thank members of the Kendall preschool faculty who did concentrated work on specific sections of the guide.

Mary Beth Conry: Resource units, lesson plans, and evaluations.
Lynne Erting: Resource units.
Dayna Brown: Sample instructional unit.
Sue Dapson: Language Objectives.
Heidi Dulany and Debbie Cushner: Younger Playroom Program.
Lynn Stirling: Language Arts Objectives.
Rachel Stone Harris: Mathematics Objectives.
Bettie Waddy-Smith and Debbie Nussbaum: Communication Objectives.

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KDES PRESCHOOL CURRICULUM GUIDE

FOREWORD

The joy of exploration and the challenge of understanding are two of the most crucial components of children's work. Any well-designed preschool program must encourage the efforts of very young children to meet those challenges and experience that joy. There are no shortcuts to that achievement. Ideally, deaf children will begin preschool work early, in specially-designed and carefully structured programs, with excellent teachers providing a flexible, supportive environment.

This curriculum guide was developed to support a strong, comprehensive preschool program for children with hearing impairments. It can help teachers provide beginning students with the building blocks they will need throughout the school experience. The guide complements and paves the way for learning as outlined in the other Kendall Curriculum Guides: Mathematics, Language Arts, Social Studies, Science, and Speech and Auditory Skills. Used together, the KDES Curriculum Guides outline a complete educational program for students age two through 15.

The KDES Preschool Curriculum Guide offers the following:

- Necessary routines for organizing the school day.
- Intensive, ongoing use of language--written, spoken, and signed.
- Ample opportunities for effective communication, both expressive and receptive, with peers and adults.
- An initial understanding of mathematics, science, and social studies concepts, to support ongoing education.

The focus is on the learning process, especially in the areas of language and cognition. As children begin to investigate their world, they must also learn how to experiment with and use their newfound knowledge. This guide suggests ways for teachers to help in that exploration. And since children, even very young, are complex individuals with varying needs and capabilities, the guide also provides systems for evaluating students' progress and keeping track of their accomplishments. We are eager to hear from the teachers, school administrators, and parents who will work with these materials, particularly any suggestions for improvement.

Publication of the KDES Preschool Curriculum Guide represents the culmination of years of work by an impressive group of teachers and staff members at the Kendall School. Particular gratitude is due to Mary Beth Graham, who began the work of assembling these materials; Maribeth Lartz, who reviewed the materials and the educational processes they supported; and Angela Bednarczyk, who organized the diverse components into a practical, integrated preschool program.

Margaret G. Hallau, Ph.D.
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Research, and Evaluation

KDES PRESCHOOL CURRICULUM GUIDE

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Hello, world!

KDES PRESCHOOL CURRICULUM GUIDE

Kendall Demonstration Elementary School

The Kendall Demonstration Elementary School (KDES) is a school for hearing impaired children, dedicated to providing a comprehensive educational program for its students. KDES students have access to the same types of broad educational experiences and opportunities normally accorded to students in schools across the nation. Kendall also serves as a research and dissemination resource for other programs throughout the country.

For hearing impaired children, the educational process is significantly enhanced by an environment that supports effective communication within and outside the school. A lack of meaningful two-way interchange severely limits children's access to information. The major challenge in educating hearing impaired students lies in establishing or enhancing a functioning communication base.

Student Development

To provide a comprehensive education program for each student, KDES coordinates the delivery of a variety of diagnostic and related services that support the instructional program. This comprehensive approach is essential in building student potential for intellectual, communicative, personal, social, physical, and affective development.

- Intellectual: Young children understand and express a wide range of concepts appropriate to their cognitive abilities and experiences. As cognitive abilities increase, students are able to process more abstract and complex ideas. For KDES students, the cognitive processes of language, thought, and problem solving are developed and enhanced through appropriate strategies.

  KDES creates a meaningful context for learning, encouraging the development of intellectual skills through students' own experiences and motivations. As they achieve predefined performance objectives, students progress through the curriculum at their own pace.

- Communication: Early, meaningful communication experiences at home are crucial to the cognitive and psychosocial development of all children--hearing and hearing impaired. Because of the integral relationship between cognition and language, KDES focuses on involving each child's family in the language-development process.

  As the most efficient way of addressing the communication problems imposed by hearing loss, KDES is committed to the philosophy of Total Communication. This means that in all educational activities, school personnel are encouraged to use a wide spectrum of communication modes, meeting the needs of individual students as the situation dictates. Useful communication strategies may include signing, speech and audition, speechreading, reading and writing, pantomime, and natural gestures.

Most hearing impaired people develop close ties to the Deaf community. It is also true that fluency in English is essential for access to good jobs and community resources. Thus KDES encourages all of its students to develop competence in both American Sign Language and English.

- Personal: Through structured teaching, counseling and guidance; incidental learning; and daily exposure to successful role models, KDES works to help children recognize and appreciate their own worth. Personal development is enhanced by learning experiences that foster creativity and teach students how to set goals, make choices and decisions, and solve problems.

- Social: The school and classroom are seen as microcosms of society, in which social development occurs naturally. Within the classroom community, children learn to follow rules and to interact appropriately with others. They learn respect for themselves, for other people, and for authority. Opportunities for social interaction with adults as well as peers are designed to help students become contributing members of society.

- Physical: Supporting the concept that learning should involve the development of the whole child, KDES strives to integrate physical, cognitive, and affective experiences. Health and physical education programs help students understand and respect the human body and its functions; individual and team activities encourage development of motor and social skills as well as physical fitness.

  KDES students are also exposed to a wide range of meaningful sports-related activities that they can continue to enjoy during individual recreation and leisure time. The overall goal of the physical education program is to help students understand and appreciate their physical capabilities.

- Affective: Learning occurs most readily in an environment where learners feel valued and successful. Families and schools, working together, can help children achieve high levels of self esteem. Students need a chance to develop self confidence, to be recognized and rewarded for their abilities, and to develop appreciation for the personal and community values that are part of their cultural heritage.

INTRODUCING THE PRESCHOOL CURRICULUM GUIDE

This publication, the most recent in the KDES Curriculum Guide series, resulted most directly from the requests of parents, teachers, and others deeply involved in the early development of hearing impaired children. The five earlier curriculum guides (Language Arts, Mathematics, Science, Social Studies, and Auditory and Speech Skills) were developed over several years beginning in the 1970s, and published for distribution in 1982. Revised editions of those guides were made available during the years 1985 through 1988.

A preschool curriculum, however, seemed to be a different matter. The basic tasks: orienting children to school routines, encouraging social development, and providing a solid foundation for future academic achievement, were immeasurably shaped and complicated by the realities of deafness. It was felt that preschool teachers must rely on their own training, instincts, and improvisational skills, basing daily lessons and activities on what they perceived as their students' current needs and environmental experiences.

Two important factors emerged, however, during the early years of the Kendall preschool program. The first was an urgent need expressed throughout the educational community for well-organized, goal-oriented materials for teaching young deaf children. Parents with newly diagnosed toddlers; teachers in mainstream, residential, and day programs; and care givers in a wide variety of programs recognized the crucial importance of starting the education of deaf children early. There was chronic need for materials to support that effort.

The second was the realization of teachers at Kendall School that they were well on the way to developing a cohesive, multi-disciplinary, language-based preschool curriculum. After several years of classroom experience, evaluation, and analysis of successful strategies, a consistent developmental plan had begun to emerge. The program was teacher-directed, using both English and sign, and flexible enough to focus on the needs and experiences of the individual children involved.

It is important to note that the teachers who compiled this curriculum accomplished that work while also teaching every day in Kendall preschool classrooms. Thus all of the objectives, activities, and evaluation strategies have been extensively classroom tested, with children of the appropriate ages and levels of hearing loss.

Description of the Preschool Curriculum

The KDES Preschool Curriculum Guide has four main levels--designed to support student progress through four years of preschool. The curriculum is based on a detailed scope and sequence of objectives, which describe the content and order of what students should learn.

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The Scope and Sequence charts (beginning on page 17) provide the basic structure for planning and setting up individual student IEPs, and can also be used to record student progress. When children enter the KDES Preschool Program, copies of the Scope and Sequence charts are added to their files. Teachers will continue to track each child's progress on the charts, throughout the four-year program. By the end of OPR 2, most children are ready to move on into first grade.

Objectives taken from appropriate levels of the Scope and Sequence charts should be grouped into instructional units. This guide provides resource units for each of the three older years of the preschool program. While those units make up the core of the curriculum, they do not reflect the full breadth of the program. Selected objectives can also be combined to support additional teaching units, focusing on other important subjects, such as holidays, pets, or favorite stories.

Building a Program for Your Students

The program for the first year of Younger Playroom is structured around daily routines. Teachers should organize first-level objectives from the Scope and Sequence within those routines, providing a daily context for learning. Record keeping for younger children, as for those in the other three levels, is done on the Scope and Sequence charts.

The program for each of the three higher preschool levels also includes basic routines, but is structured more strongly around Scope and Sequence objectives. Sample resource units for those levels, beginning on page 85, are based on Social Studies themes that are innately important to young children: 1) the beginning of school, 2) oneself and others, 3) families, 4) homes and neighborhoods, 5) the concept of change, and 6) the close of school.

The resource units follow a similar pattern through those six major areas of concentration. Each unit begins with a brief overview of the subject matter, a list of the main ideas to be introduced, and sample entry level behaviors to be expected of most children. These are followed by a list of unit objectives and subobjectives. Most children in a group should achieve those objectives before the group proceeds to the following unit.

All of the units suggest basic introductory and group routines, as well as activities for transition, free choice, and snack time. Teachers may select among the listed objectives and others in the Scope and Sequence, tailoring the instructional program to students' needs. Sample activities and evaluation procedures are provided for many of the listed objectives. A list of suggested resources concludes each unit. Teachers should use the resource units as models for building complete instructional units (Appendix C).

Student Achievement Record Sheets are found at the end of each unit. Teachers may copy the record sheets (one per child for each unit) to record student progress on individual lessons.

The Younger Playroom

Children who will be two years old by the end of September may enter the Younger Playroom (YPR 1) Program in the fall. They remain in the Younger Playroom for two years. Most younger children attend school for three full days each week. Children who are developmentally delayed and need a more intensive program may come to school five days a week. (See section on children with special needs.) Although students remain in the classroom for the full day, teaching time is limited to morning hours, until one p.m. Afternoon hours are reserved for nap time.

The YPR Program is built around the concept of daily routines. These include procedures for entering and leaving school, checking the hearing aid, snack and lunch time, group time, free choice, transition, recess, and nap time. The repetition of predictable events encourages children to develop cognition, communication, social/emotional stability, and motor skills. During their first year, children learn the sequence of routines, the language required to function within them, and the ability to predict coming events.

During the second year (YPR 2), teachers should encourage children to lead various daily routines. Specific subject matter is added in the form of instructional units. Those units include information about school and home, about the children themselves and their families, and about growth and change. The unit themes established in YPR 2 also carry through the two years of the Older Playroom (OPR) Program.

Mainstreaming Younger Students

At Kendall School, the YPR Program cooperates in a mainstreaming program with the Gallaudet Child Development Center (CDC). Several YPR students attend the Child Development Center on the two days each week when they are not at KDES. Members of the YPR and CDC staffs meet regularly throughout the school year to discuss the children's progress and their instructional needs.

The Older Playroom

Children enter the Older Playroom (OPR 1) Program during the fall when they will be four years old by September 30. As with the YPR, they remain in this program for two years, and attend school for five full days each week. Most children are grouped in classes of six. Those who are developmentally delayed work in groups of four.

The OPR Program lasts all day, with most academic instruction taking place in the morning. During the afternoon, the children have quiet time, movement, recess, and free choice activities. The Older Playroom, like the YPR, follows specific daily routines. Because older students are more independent and able to work on subject area content, however, predictable routines make up only a small part of the total OPR Program.

Students with Special Needs

In any program for deaf students, a number of children may have additional disabilities or needs along with their hearing impairment. KDES teachers at all preschool levels have developed ways to accommodate the needs of special children within the regular programs.

Program Structures

In the Younger Playroom (YPR), children with special needs are integrated into the group and participate as fully as possible in all classroom routines and activities. Special needs students attend the YPR program five days each week, rather than the usual three-day schedule. This extra time allows teachers to observe and assess students' abilities and requirements, and permits essential early intervention. To help accommodate the needs of special children, the usual YPR student/teacher ratio is five to one.

The program in the Older Playroom (OPR) is somewhat different. Currently, special needs students attend self-contained classes, with a ratio of one teacher for every four students. Teachers who work with these children agree that they should join their peers in regular classes for as many experiences and opportunities as possible, so group activities are integrated whenever feasible. The content of teaching in the special needs classrooms is very similar to that of regular classes.

Identifying "Special Needs" Students

At this time, the school does not have rigid, specific, criteria for determining which students will enter or leave the special needs program. Most Kendall students now enrolled in special needs classes, however, present at least one of the following challenges in addition to deafness.

- Serious behavior difficulties.
- Cognitive delays.
- Learning problems.

Recommendations for special attention generally come from one of the following sources.

- Intake staff, who do some formal testing of incoming students. School personnel are careful, however, not to regard early testing as conclusive.

- Classroom teachers, whose informal assessments are based on observations of students in the school setting and also, frequently, at home.

- Other programs: Children are often referred to KDES when other specialized programs no longer seem appropriate.

In essence, the special needs program does not rely only on formal testing as a criterion for placement, but also takes into account the informal observations, experience, and opinions of teachers and other professionals. Exit decisions are based on the goal of demonstrating that the skills of the special needs child approach those of the average peer group.

Program Modifications for Special Needs

Class size: In both the Younger and Older Playroom groups, the ratio of students to teachers is low (5/1 in YPR; 4/1 in OPR). The YPR also has a teacher aide for each team. In OPR, one teacher aide divides her time among the classes.

Physical space: Space in the YPR is not physically altered, and all students can move freely about the area. In the OPR, self contained classes provide a more structured environment for special needs students. The classroom setting may also be designed for lower visual impact; teachers are likely to be able to control access to particular materials or activities.

Yearly objectives and expectations: Naturally, goals should be individualized for every student. It is expected, however, that eventually most special needs students will:

- Continue to require more structured environments and program modifications throughout their time in preschool.
- Continue to need modifications in the content of what they are taught.

The KDES Philosophy

The comprehensive curricula that emerge from the Kendall School program are designed to support several basic educational tenets. At the Kendall Demonstration Elementary School:

- We believe that families are an integral part of the educational process.
- We believe that students should be able to communicate effectively with deaf and hearing people through whatever modality is appropriate to the situation.
- We believe in a philosophy of total communication, which encourages the use of oral/aural skills, sign language, body language, and other forms of communication.
- We believe that students must acquire the necessary academic, social, and physical skills to make decisions and solve problems competently.
- We believe that teachers should provide an experience-based approach to teaching, giving students an opportunity to apply information in a variety of situations.
- We believe that children learn best when cognitive, affective, and motor domains are developed simultaneously.

Within this philosophical structure, more specific goals apply to the Preschool program. They include the creation and maintenance of an appropriate learning environment for young children; a choice of effective teaching strategies; and careful attention to the needs and capabilities of individual students, as well as to the concerns of their parents. Specific ways of achieving those goals are described below.

An Appropriate Learning Environment

- Provide a safe, secure environment that gives children freedom to risks.
- Allow children to manipulate the learning environment through predictions, decision making, and the development of leadership skills.
- Encourage the development of capabilities for self-help, independence, and social/emotional growth.
- Expose children to as many different concepts as possible within and outside the classroom.

- Help each child develop a strong self-concept, including knowledge and acceptance of deafness and Deaf culture.

A Spectrum of Effective Teaching Strategies

- Provide individual help and attention wherever possible.
- Expose children to small-group learning experiences.
- Teach leadership skills routinely.
- Help students develop appropriate "on task" behaviors.
- Provide content instruction for specific topics within all units of study.
- Base curricula on a cohesive content sequence.
- Integrate the teaching of concepts for math, science, social studies, reading and writing skills throughout daily routines and teaching units.
- Integrate speech and sign language instruction with the daily routines and instructional content.
- Work toward social/emotional development as well as academic skills.

Working with Students and Parents

- Meet the needs of students (academic, speech, auditory, and social/emotional) at their own levels of development.
- Help parents develop skills for dealing effectively with their hearing impaired children.
- Integrate families into the Preschool program through daily communication and home visits.
- Encourage parents to come to school to observe and participate in preschool instruction.

Basics of the KDES Auditory and Speech Philosophy

As defined by the Conference of Executives of American Schools for the Deaf, Total Communication is a "philosophy incorporating the appropriate oral, manual, and speech modes of communication, in order to ensure effective communication with and among hearing impaired persons." (Pahz & Pahz, 1978, page 10). This philosophy guides the education of hearing impaired children nationwide.

While this definition of total communication outlines the channels that may be used to communicate with hearing impaired children, it leaves room for interpretation. It does not describe the degree to which each of these techniques should be used with individual children. The implementation of a total communication environment tends to vary greatly from school to school and even among teachers.

The philosophy of total communication is flexible enough to be applied differently in each situation, to meet specific communication needs of individual students. One prevailing misinterpretation is that all communication modalities--oral, manual, and speech, must be used simultaneously at all times. Rigid application of this idea could deny some students the opportunity to develop their own most effective modes of communication.

For instance, while many children benefit from the use of manual communication all or most of the time, others may need manual cues only for reinforcement and clarification of meaning. A well-planned total communication program supports training in audition, speechreading, and speech, as well as manual forms of communication. The development of oral/aural skills may be inhibited when manual cues are available all of the time; children who are not encouraged to talk or listen may not learn to use audition and speech to their fullest potential. Properly designed, a total communication environment gives children access to a variety of communication modalities and helps them develop the ability to obtain information through a each modality to the fullest extent possible.

Defining the Terms

Audition: The reception of information through listening alone. The hierarchy of auditory skills includes awareness, discrimination, identification, and comprehension. Detailed explanations of the terms are available in the KDES Auditory and Speech Guide, 1988, page 15.

Functional Communication: Supportive skills that contribute to one's ability to express and receive messages. Functional communication skills include mouth movements, facial expressions, conversational strategies, and telephone skills.

(Adapted from the KDES Auditory and Speech Training Curriculum Guide, 1988.)

Speech Production: The use of vocalization, which includes phonetic development (production and differentiation among speech sounds) and phonologic development (use of speech for meaningful communication).

Speechreading: The reception of information via mouth movements and accompanying facial expressions.

Essential Classroom Practices

The following issues should be considered in planning for the development of oral and aural communication skills in the classroom. Of course, specific communication levels and goals will vary from student to student.

General Communication

Encourage students to use amplification all day, or as specifically recommended in their Individual Educational Plans (IEPs). Conduct a daily listening check of each child's hearing aid, including the Ling five-sound test, to assure that hearing aids are functioning correctly. (See the KDES Speech and Auditory Skills Curriculum Guide, page 123, for procedures.)

Excessive noise in the classroom will interfere with students' ability to process information through audition. Be familiar with each student's auditory, speechreading, and speech production levels, and encourage them to use those skills without depending on manual communication. Integrate training for audition, speechreading, and speech production throughout the teaching of academic content.

Integrating Audition and Speech Development into Daily Routines

Every lesson should include specific and general activities for reaching speech production, speech reading, and auditory goals. The term "fading cues" means gradually eliminating communication cues that students understand easily, such as manual signals, to encourage development of more difficult speechreading and audition skills. The strategy of "fading cues" can be used effectively during communication with all students, as appropriate to their functioning levels.

"Limiting response options" means modifying the number and quality of response choices available. The ease or difficulty of a communication task depends on the number of responses permitted as well as the acoustic or visual characteristics of those responses. This strategy should be used during communication whenever it is appropriate.

Whenever possible, provide listening tasks to reinforce work toward students' current IEP oral and aural communication goals. It is helpful to have a listening station in the classroom, with language master equipment and a tape recorder. Selecting appropriate vocabulary for academic units or routines can encourage students to produce their targeted sounds for speech training as they work on subject-area materials.

The KDES Parent-Infant Program

The Parent-Infant Program at Kendall School is designed to help create a positive learning environment for families with hearing impaired children. For adults, the program offers such services as counseling, sign language instruction, and information on deafness and its implications in their children's lives.

Counseling sessions help parents express their feelings and begin to develop a positive orientation toward their children's hearing loss. Instruction in sign language and other communication skills makes it easier for parents to communicate naturally with their children. Participants in the program monitor closely their children's progress through the program, becoming involved in the planning and implementation of their children's educational programs at home and at school.

The program also offers a variety of services for hearing impaired infants and toddlers, from birth through 30 months, when they may be admitted to the preschool Program. Some aspects of the program are designed to meet the specialized needs of most children with handicaps in addition to deafness.

The basic parent-infant program includes home-based observation and consultation, a parent group, and a toddler play group. The progress of each child is closely followed by Parent-Infant teachers, audiologists, and speech specialists. KDES also offers other help for hearing impaired infants and toddlers, including the services of physical and occupational therapists, social workers, physicians, nurses, counselors, and psychologists as needed.

Communicating with Parents

Preschool teachers need to communicate with the parents of their students on a regular basis--daily, weekly, or quarterly. The task of educating young children is most successful as a joint effort between school and home. Good communication can help teachers and parents develop a mutually helpful relationship based on shared goals, information, and concerns.

Classroom Newsletters

Preschool-age hearing impaired children with beginning language skills cannot be expected always to carry home accurate information about school and their daily activities. The important question, "What did you do today?" usually goes unanswered by young children. Basic updates about the child's day, therefore, are best conveyed in a school-based newsletter.

KDES Younger Playroom (YPR) students take home a parent newsletter every day. A simple format is designed to report such information as who came to class that day, what was served for snacks, and what kinds of routine or special events took place. Each newsletter also has room for a paragraph or two about the day, for parenting suggestions, and for information about new sign vocabulary for families to try.

YPR teachers at Kendall School try to include something specific about each child, by name, in every day's report, but the newsletter is designed as an informal report of daily activities, not as an accurate indicator of children's abilities or progress. Apart from keeping track of their daily activities, many parents enjoy using newsletter information as the basis for conversation with their children.

A newsletter for parents of Older Playroom (OPR) children is sent home every week, with the same general purposes. The OPR newsletter describes learning activities in greater detail, and offers suggestions for parents.

Communication Books

At the beginning of every school year, the parents of each preschool child are asked to purchase a spiral notebook. The books travel back and forth every day with the children, giving parents and teachers a personal way to share information about the children and their activities. They are used in both the YPR and the OPR. Teachers use the communication books to record information or concerns they may have about specific children on any given day. Parents can respond to questions or comments in the notebook, and let the teacher know about family activities and changes taking place in the child's life. Teachers and parents also use the books to remind each other about important appointments, changed plans, family or classroom crises, and other things that affect the children. The notebooks can also carry information home from other school professionals who work with the children. Many families come to appreciate the notebooks as written records of their children's progress, and may keep them as mementoes of the child's first years in school.

Parent Meetings

Teachers of the Younger Playroom are encouraged to visit each child's home on a regular schedule--usually each quarter--based on the needs and comfort levels of individual families. The home visit makes it possible for the teacher to observe the child's behavior at home and to discuss privately with parents any problems or concerns about the child.

Regular home visits generally do not continue during Older Playroom. Parents are encouraged to schedule visits to school, to observe the program and the ways their children interact and progress within it.

SCOPE AND SEQUENCE OF LEARNING OBJECTIVES

Introduction

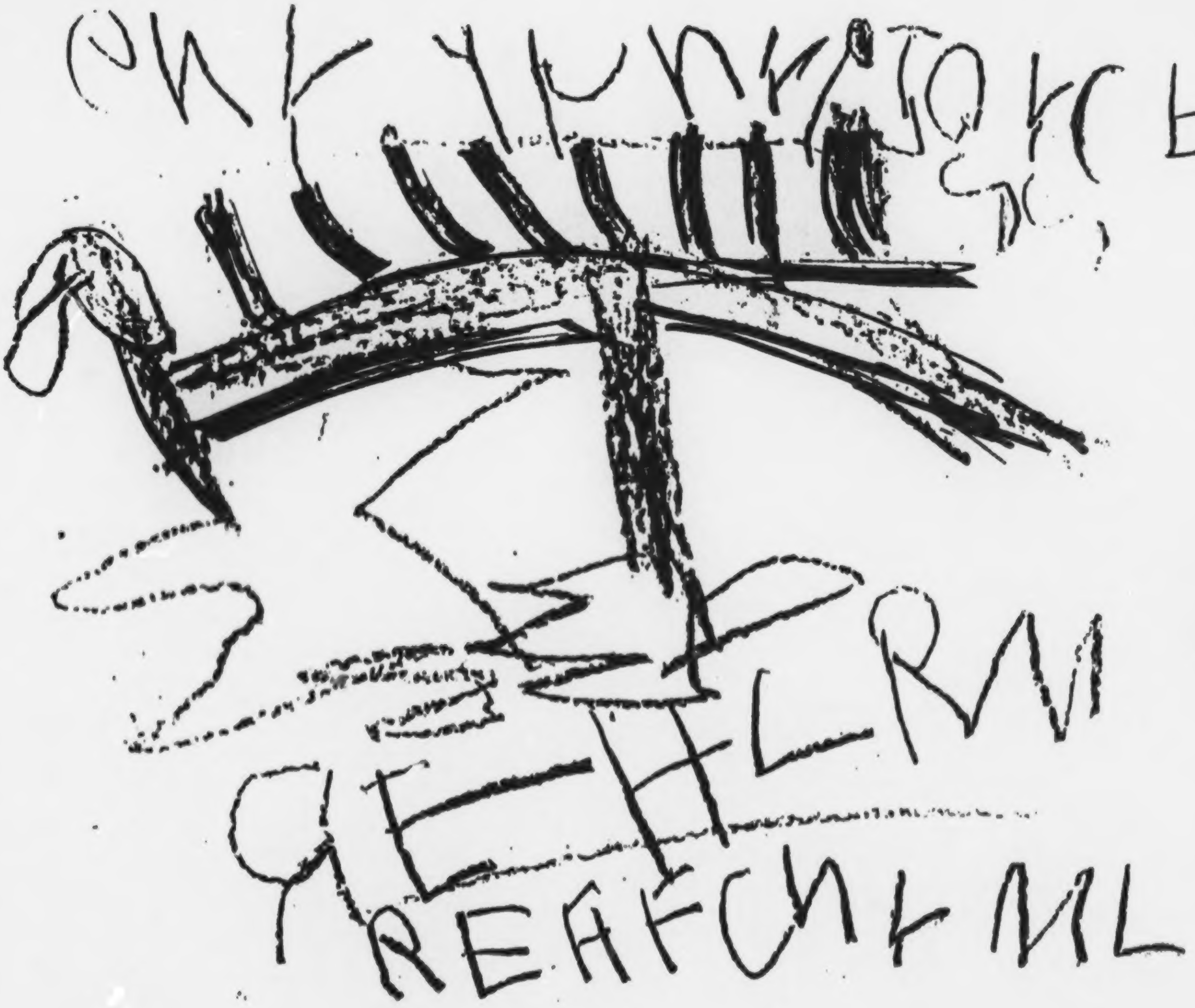
The following Scope and Sequence charts contain all of the objectives, by subject area, that are taught in the Younger and Older Playroom programs. Appropriate objectives for each level of student learning are taken from the charts and organized into daily routines. Charts are provided for the following areas:

- Language
- Mathematics
- Social Studies
- Fine Motor Skills
- Language Arts
- Science
- Social/Emotional
- Gross Motor Skills

For most of the charts, the grid to the right of the listed objectives indicates the general year of the program during which children should master the skills involved. The grid for Language objectives, however, indicates the language proficiency level at which each listed behavior is expected. Detailed descriptions of the language levels, as well as information about the KDES Language Proficiency Scale, is provided in Appendix B. These grids are meant to be used as a flexible guide to student progress, not a set of hard-and-fast requirements.

Core instructional units of the KDES Preschool program, based on Scope and Sequence objectives, are outlined beginning on page 83. Teachers should select objectives from the charts to develop additional units based on the needs and interests of their students, providing a meaningful context for instruction. For example, in developing a story unit, a teacher might include objectives from the Language, Language Arts, Math, and Science charts.

The Scope and Sequence charts also serve as the main record-keeping tool for individual students. A copy of the charts is be added to the file of each entering preschool student, to be used in setting IEP goals and for tracking the child's progress through the program. The Scope and Sequence format used for IEP preparation does not include the "levels" grid, thus allowing teachers and parents to focus on the achievements and abilities of the individual child.



This tame dinosaur lurks among carefully-printed letters.

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--LANGUAGE

Proficiency (P) Scale*

Attention Skills

	0+	1	2	3	4
1. Demonstrate awareness of surroundings by actively inspecting the area visually or physically.	X				
2. Visually track moving objects or people.	X				
3. Show interest in an adult or object by maintaining eye contact	X				
4. Show anticipatory response to the approach of a familiar person or object.	X				
5. Follow adult's gaze after adult breaks eye contact, looks elsewhere, alone or in a group.	X				
6. Attend to an adult long enough to establish a shared reference.	X				
7. Attend to short games, stories, songs when student is actively involved.		X			
8. Attend to short games, stories, songs when student is passively involved.			X		
9. Attend to face and hands of adult using language to describe situation or time.	X	X	X	X	
10. Attend to movies, live performances independently.			X		
11. Attend to ongoing dialogues between adults.			X		
12. Imitate simple actions and facial expressions when asked to do so.		X			
13. Imitate words and phrases when asked to do so:					
one word		X			
two words			X		
two--three words				X	
three words					X

*For a complete description of the Kendall Communicative Proficiency Scale, please see Appendix B.

Receptive Language Skills

	1	2	3	4
General Reception				
1. Respond to meaningful facial expressions with appropriate expressions or actions.	X			
2. Respond to simple gestures (come, go, yes, no, sit down, etc.) with appropriate actions.	X			
Vocabulary Comprehension				
1. Recognize own name sign by responding through action or language. (Ex: In a group situation teacher signs student's name; student raises hand or signs "me.")	X			
2. Recognize up to 10 nouns by responding to requests to point to a particular object, person, or picture (Ex: "Show me the boat") or by following directions (Ex: "Go get your truck").	X			
3. Recognize up to 20 nouns as specified above.	X			
4. Recognize up to 50 nouns as specified above.		X		
5. Respond appropriately to simple action words (stop, move, throw, etc.).	X			
6. Respond appropriately to at least 20 action words.		X		
7. Respond appropriately to at least 50 action words.			X	
8. Demonstrate comprehension of at least two pronouns (me, you, her, his, mine, yours, this, etc.) by responding to requests (give it to me, look at her).		X		
9. Demonstrate comprehension of at least four pronouns by responding to requests.			X	
10. Demonstrate comprehension of at least five descriptive words (wet, cold, hot, dirty, etc.) with appropriate facial expression or by identifying related pictures or following directions.		X		
11. Demonstrate comprehension of at least five words describing feelings (happy, sad, angry, etc.) through facial expression or by identifying related pictures or following directions.		X		
12. Demonstrate comprehension of at least 10 descriptive words (colors, big, old, new, etc.) with appropriate facial expression or by identifying related pictures or following directions.		X		

Proficiency (P) Scale: Receptive Language Skills	1	2	3	4
Vocabulary Comprehension (continued)				
13. Demonstrate comprehension of 10 or more descriptive words by identifying related objects or pictures, or by following directions.			X	
14. Demonstrate comprehension of up to three prepositions (on, in, under, etc.) by identifying related pictures or following directions.		X		
15. Demonstrate comprehension of at least eight prepositions (in front of, behind, next to, etc.) by identifying related pictures or following directions.			X	
16. Demonstrate comprehension of up to five words describing location by pointing to the appropriate place, object, or picture.		X		
17. Demonstrate comprehension of 10 or more words describing location by pointing to the appropriate place, object, or picture.			X	
18. Demonstrate comprehension of up to three negative words by responding appropriately to those words in statements, requests, and explanations.	X			
19. Demonstrate comprehension of five to 10 negative words by responding appropriately to those words in statements, requests, and explanations.			X	
20. Demonstrate comprehension of up to three words indicating recurrence (more, again, etc.) by following directions or identifying related pictures or objects.	X			
21. Demonstrate comprehension of up to three words indicating quantity (one, a few, a little bit, etc.) by following directions or identifying related pictures or objects.		X		
22. Demonstrate comprehension of five to 10 words indicating quantity by following directions or identifying related pictures or objects.			X	
23. Recognize more objects and words of various classes than can be counted: look at or point to word or object; give correct picture or object to teacher.			X	
24. Learn meanings of new words quickly.		X		
25. From a description containing two critical elements (red ball) identify the correct choice among four objects (i.e., red ball, blue box, red box, blue ball).			X	

	Receptive Language Skills	1	2	3	4
	Vocabulary Comprehension (continued)				
26.	From a description containing three critical elements (small red ball) identify the correct choice among four objects.				X
27.	From a description containing four critical elements (small red ball on the table) identify the correct choice among four objects.			X	
28.	Recognize a person or object in a closed set from a brief description.			X	
29.	Recognize five to 10 common objects in a closed set of up to 10 choices, by their use or function: "Show me the one you eat with."				X
30.	Demonstrate comprehension of complex sentences by following directions, answering questions, or receptively identifying pictures.			X	
31.	Demonstrate comprehension of abstract concepts ("What do you do when you're hurt?") by responding appropriately with at least one word or sign.				X
	Comprehending Directions				
1.	Follow familiar one-step directions with situational cues (Ex: "Hang up your coat").	X			
2.	Follow unfamiliar one-step directions with situational cues (Ex: "Put the juice in the refrigerator").		X		
3.	Follow familiar two-step directions with situational cues (Ex: "Take out your hearing aid and put it on").		X		
4.	Follow one-step directions without situational cues.		X		
5.	Follow two-step directions without situational cues.			X	

Receptive Language Skills

Comprehending Questions

	1	2	3	4
1. Demonstrate understanding of simple yes/no questions by answering appropriately.		X		
2. Respond to simple "where" questions through actions or language.		X		
3. Respond to simple "who" questions through actions or language.		X		
4. Respond to simple "what" questions through actions or language.		X		
5. Respond to simple "which" questions through actions or language.			X	
6. Respond to simple "why" questions through actions or language.			X	
7. Respond to simple "when" questions through actions or language.				X
8. Demonstrate comprehension of up to three common questions (How are you? How old are you?, etc.) by answering appropriately with at least one word.				X
9. Demonstrate comprehension of tag questions (You are three years old, right?) by answering appropriately with at least one word.				X

Expressive Language Skills	0+	1	2	3	4
Basic expression					
1. Make non-crying noises.	X				
2. Smile when smiled at.	X				
3. Babble in sign or voice.	X				
4. Communicate feelings through non-crying sounds.	X				
5. Play at making signs or sounds when alone.		X			
6. Use gestural language appropriately.		X			
7. Use gestures or vocalizations as basic mode of communication.		X			
8. Use home signs (depending on child and family).		X			
9. Use jargon or gestures mixed with true signs or words when communicating.			X		
10. Use baby signs.		X			
11. Initiate conversations: nonverbally		X			
verbally				X	
12. Persist with or modify a signal when other person does not respond as desired.			X		
Rules of Conversational Discourse					
1. Stay on topic in at least one relevant comment with an adult.			X		
2. Maintain topic easily through three to five turns in a conversation.				X	
3. Change topic appropriately in a conversation.				X	
4. Initiate conversation in at least two of the following ways: ask questions; greet people with social phrase; describe feelings, thoughts, actions.*			1	2	3+
5. Shift referents appropriately in conversation: me/you, mine/yours, come/go, give/take, etc.				X	
6. Take turns in reciprocal play.			X		
7. Take appropriate turns in conversation.				X	

* Number in column refers to number of words in a sentence or phrase.

Expressive Language Skills: Pragmatic and Social Aspects of Language

Communicative Functions and Intentions

	1	2	3	4
1. Request objects gesturally or linguistically in ___ word utterances (Want juice, please).		1	2	3+
2. Request actions gesturally or linguistically in ___ word utterances (Open, please).		1	2	3+
3. Request information gesturally or linguistically in ___ word utterances (Where Lisa?).		1	2	3+
4. Request permission gesturally or linguistically in ___ word utterances (Water?).		1	2	3+
5. Request acknowledgment gesturally or linguistically in ___ word utterances (Holds up painting, "Good?").		1	2+	3+
6. Request attention gesturally or linguistically in ___ word utterances (Watch me!).		1	2+	3+
7. Describe current events gesturally or linguistically in ___ word utterances (Mary laugh).		1	2+	3+
8. Describe past/future events gesturally or linguistically in ___ word utterances (Fly Grandma visit me finish).		1	2+	3+
9. Express imaginative thoughts gesturally or linguistically in ___ word utterances.		1	2+	3+
10. Express own emotions gesturally or linguistically in ___ word utterances (I angry!).		1	2+	3+
11. Demonstrate comprehension and use of social rituals gesturally or linguistically in ___ word utterances (Thank you, good morning, etc.).		1	2+	3+
12. Express refusal gesturally or linguistically in ___ word utterances (No share mine!).		1	2+	3+
13. Imitate utterances following an immediate model of up to ___ words.	1	2	2-3	3+
14. Answer simple questions gesturally or linguistically in appropriate ___ word phrases.				
a. what, where, whose, who		1		
b. what, where, whose, who			2	
c. why, how, when				1-2

Expressive Language Skills

Semantic categories

	1	2	3	4
1. Use words to encode agents in language (proper names, pronouns, boy, girl, animal, etc.):				
a. Up to 10 words.		X		
b. Up to 50 words.			X	
2. Use words to encode objects or entities in language: (car, banana, dog, etc.):				
a. Up to 10 words.		X		
b. Up to 50 words.			X	
3. Use words to encode location in language (here, gym, store, home, school, etc., and prepositions):				
a. Up to five words.		X		
b. Five to 20 words.			X	
4. Use words to encode negation in language (denial, nonexistence, cessation, disappearance, etc.).				
a. Up to five words.		X		
b. Five to 10 words.			X	
5. Use words to encode action in language (jump, etc.).				
a. Up to five words.		X		
b. Five to 20 words.			X	
6. Use words to encode recurrence in language (more, again, etc.).				
a. Up to five words.		X		
b. Five to 10 words.			X	
7. Use words to encode possession in language (John's, her, mine, etc.).				
a. Up to five words.		X		
b. Five to 10 words.			X	
8. Use words to encode quantity in language (ten, many, every, a lot, etc.).				
a. Up to five words.		X		
b. Five to 20 words.			X	
9. Use words to encode demonstration in language (this, that, these, those, here, there, etc.).				
a. Up to five words.		X		
b. Five to 20 words.			X	
10. Use words to encode adverbials in language (quietly, tomorrow, now, etc.).				
a. Up to five words.		X		
b. Five to 20 words.			X	

Semantics: Language Content

Vocabulary

	1	2	3	4
1. Use a variety of words or signs in several semantic categories: adjectives, verbs, nouns, etc.			X	
2. Use more words than can be readily counted; learn new vocabulary continually.			X	
3. Use comparatives to extend meaning: big, bigger, biggest, etc.				X

Syntax: Forms of Language	1	2	3	4
General Syntactic Skills				
1. Combine two words in semantic combinations to express simple ideas: daddy work; my bag; later sleep; etc.:				
a. occasionally		X		
b. frequently			X	
2. Use three-word utterances: a. occasionally			X	
b. frequently				X
3. Use simple sentences consisting of three or more words: a. occasionally			X	
b. frequently				X
4. Demonstrate comprehension and use of declarative, imperative, and interrogative statements.				X
Question Development				
1. Use facial expressions and/or rising intonation for asking questions.		X		
2. Ask simple "where" questions appropriately, primarily in ___ word utterances.		1	2	3+
3. Ask simple "who" questions appropriately, primarily in ___ word utterances.		1	2	3+
4. Ask simple "what" questions appropriately, primarily in ___ word utterances.			1	2+
5. Ask simple "why" questions appropriately, primarily in ___ word utterances.				1+
6. Ask simple "when" questions appropriately, primarily in ___ word utterances.		1	2	3+
7. Ask simple "yes/no" questions appropriately, primarily in ___ word utterances.		1	2	3+
Negation				
1. Indicate negation by shaking head or adding a head shake to the beginning or end of a sentence.	X			
2. Indicate negation by including a negative (no, not, can't, etc.) in the sentence. Placement of the negative depends on child's communication mode--ASL or English.			X	

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--LANGUAGE ARTS

Emerging Literacy: Orientation of Written Materials	YPR		OPR	
	1	2	1	2
1. Turn pictures right side up.	X			
2. Handle books appropriately, not writing or coloring in them.	X			
3. Pick up book properly; hold right side up.	X			
4. Look at series of pictures from left to right.	X			
5. Open book from front.	X	X		
6. Turn page when adult stops reading.	X	X		
7. Open book at first page; turn pages one at a time.	X	X		
8. Point to print rather than pictures when asked where the adult should read.		X	X	
9. Turn paper so print is right side up.		X	X	
10. Identify parts of a book: front, back, top, title, page numbers.				X

Emerging Literacy: Finding Meaning in Print

	YPR		OPR	
	1	2	1	2
1. Respond in gestures to own first name in print: raising hand, pointing to self, etc.	X			
2. Respond verbally to own first name in print.	X			
3. Respond in gestures to classmates' first names in print: point to classmate.		X		
4. Respond verbally to classmates' first names in print.		X		
5. Recognize letters in own name.		X		
6. Recognize some upper case letters.		X		
7. Recognize all upper case letters.		X		
8. Identify letters in own name.		X		
9. Identify some lower case letters.		X		
10. Identify all upper case letters.			X	
11. Identify all lower case letters.				X
12. Match upper and lower case letters.				X
13. Pretend to read own "writing" or other printed materials.			X	
14. Identify own "news" sentence in print:				
a. When it begins with first name.			X	
b. When it begins with a pronoun.				X
15. Point to specific words in print (color words, etc.).				X
16. Recognize familiar words in books or environment.				X

Emerging Literacy: Understanding Pictures

		YPR		OPR	
		1	2	1	2
1.	Identify self in pictures with gesture, pronoun, or name.	X			
2.	Identify classmate in pictures with gesture, pronoun, name.	X			
3.	Imitate actions and expressions in pictures.	X			
4.	Identify objects in pictures.		X		
5.	Identify expressions in pictures.		X		
6.	Identify actions in pictures.		X		
7.	Identify characters in pictures.		X		
8.	Use phrases to describe action, characters, or objects in pictures.		X		
9.	Use complete sentences to describe actions, characters, or objects in pictures.				X
10.	Describe size and positions of characters and objects in pictures.				X
11.	Complete missing parts of a picture.			X	
12.	Identify time or setting for a picture.				X
13.	Cross out inappropriate pictures in a series.			X	
14.	Tell story related to a three-picture sequence.			X	
15.	Tell story related to a sequence of four or more pictures.				X
16.	Create an appropriate title for a picture.				X
17.	Predict future events after seeing a picture.				X
18.	Sequence pictures showing a series of events.				X
19.	Discuss simple cause/effect relationships in pictures.				X
20.	Recognize and distinguish between reality and fantasy in a picture story.				X

	YPR		OPR	
	1	2	1	2
Emerging Literacy: Contributing to Experience Stories				
1. Use language to label own drawing.		X		
2. Create pictures to illustrate an experience.			X	
3. Dictate an experience story;			X	
attempt to read it back with teacher guidance.				X
4. Dictate caption to teacher for own picture or photo.				X
5. Title one's own or another's experience story.				X
6. Sequence pictures from a language experience; tell the related story.				X
Emerging Literacy: Understanding Feelings Derived from Reading				
1. Pretend to be an animal or a specific person: lion, cat, doctor, teacher, mother, etc.	X			
2. Role-play a character in an experience story with adult guidance.		X		
3. Role-play a storybook character with adult guidance.		X		
4. Pantomime the action in a given story or passage.			X	
5. Dramatize a character or situation from own story.				X
6. Identify and describe the moods of one character.				X

Emerging Literacy: Retelling a Story

	YPR		OPR	
	1	2	1	2
1. Attend to stories and songs where student is actively involved.		X		
2. Attend to a story read by an adult.			X	
3. Attend to a story told by an adult.				X
4. Answer questions about a story.			X	
5. Illustrate one event from a story and describe the picture.			X	
6. Illustrate two or three story events in sequence and describe the pictures.				X
7. Put pictures in sequence and retell the story.				X
8. Retell a story in own words.				X

Emerging Literacy: Predictions in Reading

	YPR		OPR	
	1	2	1	2
1. Predict two events in the classroom day.	X			
2. Predict more than two events in the classroom day.		X		
3. Identify what will happen next in a familiar story.			X	
4. Given several choices, predict what will happen in a story.				X
5. Predict a few events in an unfamiliar story.				X
6. Predict future events after seeing a picture.				X

	Emerging Literacy: Writing	YPR 1	YPR 2	OPR 1	OPR 2
1.	Scribble on paper.	X			
2.	Use language to label own scribbling.		X		
3.	Scribble a message.		X		
4.	Experiment with mock linear writing.		X		
5.	Trace letters.		X		
6.	Print a few recognizable letters.		X		
7.	Print letters in left-to-right progression.			X	
8.	Print name in left-to-right progression.			X	
9.	Copy letters.			X	
10.	Print all upper case letters.			X	
11.	Print all lower case letters.				X
12.	Spontaneously copy printed materials.				X
13.	Print words with appropriate spacing between them.				X
14.	Print a message.				X
15.	Invent spellings for printing unknown words.				X
16.	Print captions for pictures.				X

Emerging Literacy: Vocabulary Development

		PI	YPR		OPR	
			1	2	1	2
1.	Respond to own name sign.	X				
2.	Identify self by name sign.		X			
3.	Recognize classmates' name signs.		X			
4.	Identify classmates by name signs.		X			
5.	Respond to own fingerspelled name.			X		
6.	Identify own fingerspelled name.			X		
7.	Recognize classmates' fingerspelled names.			X		
8.	Identify classmates' fingerspelled names.				X	
9.	Fingerspell own first name.			X		
10.	Fingerspell own middle, last names.				X	
11.	Fingerspell classmates', teachers' first names.				X	
12.	Fingerspell classmates', teachers' last names.					X
13.	Fingerspell words printed in a storybook.					X
14.	Recognize familiar opposites: up/down in/out on/off big/little fast/slow stop/go soft/hard dirty/clean day/night front/back happy/sad hot/cold open/close wet/dry day/night				X	X
15.	Identify opposite concepts in list above.					X
16.	Match opposites in list above.					X
17.	Identify primary colors: blue, yellow, red.				X	
18.	Identify secondary colors: green, orange, purple, brown, black, white, pink, gray, tan.					X
19.	Read color words.				X	
20.	Demonstrate comprehension of location words through action: over, under, on, in, top, bottom, left, right, up, down, in front of, behind.					X
21.	Use prepositions to describe positions of objects in pictures.					X

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--SOCIAL STUDIES

Unit 1. School	YPR		OPR	
	1	2	1	2
1. Predict the next activity in the school routine		X		
2. Identify classmates, teachers in photos.		X		
3. Differentiate between concepts of school and home.				
a. Identify children who came to school, stayed home.		X		
b. Imitate teacher by counting students, quantities of materials needed to supply each one.		X		
c. Identify a school bus.		X		
d. List school activities.		X		
e. State own location: home, school, or bus.		X		
f. Categorize things associated with school, home.		X		
g. Use blocks to build a school and a house.		X		
4. State school rules.		X		
5. Identify at least two school workers (teacher, nurse, caretaker, etc.).		X		
6. Identify various school locations by walking with or leading adults and classmates to specified areas.			X	
7. Identify school personnel by their name signs.			X	
8. Identify classroom rules.			X	X
9. Identify school workers from photos, using name signs.			X	
10. Recognize classmates' names in print.			X	
11. Match classmates' pictures to printed names.			X	
12. Independently count students in class, quantities of materials needed to supply each one.			X	
13. Sequence events of the day on a picture schedule.			X	
14. Dictate an account of a summer experience.			X	
15. Identify school personnel, describe their roles.				X
16. Identify, discuss the events of the daily schedule.				X
17. Match classmates' printed first, last, middle names.				X
18. Follow teacher directions for classroom jobs (snack helper, calendar helper, etc.				X

Unit 2. Myself and Others

		YPR		OPR	
		1	2	1	2
1.	Match own body parts to corresponding pictures.		X		
2.	Identify functions of eyes, ears, noses, etc.		X		
3.	Count body parts with assistance.		X		
4.	Identify personal characteristics: name, age, sex, color of eyes, skin, hair.		X		
5.	Identify own fine and gross motor skills: jumping, running, brushing teeth, putting on jacket, etc.		X		
6.	Fingerspell own first names from printed names.		X		
7.	Identify own printed names.		X		
8.	Select foods they like and dislike from a group.		X		
9.	Identify emotions in themselves and others: happiness, sadness, anger, tiredness, illness, surprise.		X		
10.	Identify major body parts of themselves and others by responding appropriately to "Where is your....?"			X	
11.	Describe the functions of body parts.			X	
12.	Identify senses associated with various body parts.			X	
13.	Group people by characteristics: sex, height, etc.			X	
14.	Interpret information on characteristics in graph form: sex, age, height, Color of hair, etc.			X	
15.	Identify themselves as deaf or hearing.			X	
16.	Demonstrate appropriate ways to get attention of deaf and hearing people.			X	
17.	Share information about themselves through language.			X	
18.	Fingerspell own names and names of others.			X	
19.	Use their five senses to compare opposites.			X	
20.	Select favorite colors, foods, games from groups.			X	
21.	Imitate facial expressions showing various emotions.			X	
22.	Identify emotions (sadness, happiness, anger) in role-play or classroom situations.			X	
23.	Identify own birth months.			X	

Unit 2. (continued)

		YPR		OPR	
		1	2	1	2
24.	Identify several friends.				X
25.	Dictate stories about themselves and their friends.				X
26.	Create pictures of themselves and their friends.				X
27.	Discuss, demonstrate cooperative and uncooperative behaviors.				X
28.	Identify friends' birthday months.				X
29.	Give a friend's first name through the air or in writing.				X
30.	Use descriptive words to compare personal traits.				X
31.	Identify personal likes and dislikes.				X
32.	Describe and label feelings--their own and others'.				X
33.	Identify animals that can be pets.				X
34.	List necessary tasks in caring for a pet.				X

Unit 3. Families

		YPR		OPR	
		1	2	1	2
1.	Identify family members by name signs.		X		
2.	Count members of their own families.		X		
3.	Group and label adults and children.		X		
4.	Role-play family jobs and responsibilities.		X		
5.	Match animal mothers with their young.		X		
6.	Identify extended family members by name and relationship.			X	
7.	Identify personal responsibilities at home.			X	
8.	Distinguish among infants, children, and adults.			X	
9.	Compare and contrast classmates' families.			X	
10.	List ways animals parents care for their young.			X	
11.	Compare and contrast families from different cultures.				X
12.	Compare and contrast different family holidays.				X
13.	Identify and describe family jobs, responsibilities.				X
14.	List ways families work together: preparing meals, shopping, gardening, etc.				X
15.	List activities families enjoy together: watching TV, trips to the zoo, etc.				X

Unit 4. Homes and Neighborhoods

		YPR		OPR	
		1	2	1	2
1.	Identify parts of a house.		X		
2.	Identify familiar household objects and furnishings.		X		
3.	Categorize household objects and furniture by their functions and locations in the house.		X		
4.	Construct a house using various materials.		X		
5.	Participate in a role-play of Three Little Pigs.		X		
6.	Match animals and people to their homes.		X		
7.	Identify the rooms of a house.			X	
8.	Identify different kinds of houses.			X	
9.	Identify classmates' homes from photos.			X	
10.	Identify people who work in the neighborhood.			X	
11.	Identify various neighborhood buildings and places.			X	
12.	Construct buildings and a neighborhood using a variety of materials.			X	
13.	Dictate a story about a neighborhood trip.			X	
14.	Identify places where various animals live (land, trees, water, etc.) and describe animal homes.			X	
15.	Understand the concept of neighborhood.				X
16.	Identify cities and farms from photos or models.				X
17.	Describe ways people go places in neighborhoods: car, bus, bike, subway, on foot.				X
18.	Identify and describe neighborhood services, jobs of familiar neighborhood workers.				X
19.	Match familiar workers with their uniforms, vehicles, and the buildings where they work.				X
20.	Compare and contrast their own neighborhoods with neighborhoods in other countries.				X

Unit 5. Change

	YPR		OPR	
	1	2	1	2
1. Identify themselves from their baby pictures.		X		
2. List ways they have changed from infancy to age four.		X		
3. Compare what babies and children their own age can do.		X		
4. Identify daily weather conditions.		X		
5. Identify articles of clothing and objects that are appropriate for various weather conditions.		X		
6. Identify how animals change from infancy to adulthood.		X		
7. Identify and describe seeds.		X		
8. Plant seeds and identify changes as they grow.		X		
9. Identify changes they can make in objects and materials: cutting paper, molding clay, etc.		X		
10. Identify familiar foods needed for growth.			X	
11. Identify the seasons.			X	
12. Match seasons with appropriate activities.			X	
13. Match seasons with appropriate clothing.			X	
14. Identify seasonal changes in temperature.			X	
15. Identify insects and reptiles.			X	
16. Match early, adult stages of insects and reptiles.			X	
17. Identify stages in the lives of mammals, insects, and reptiles.			X	
18. Identify what plants need to grow: soil, water, light.			X	
19. Identify major parts of a plant: root, stem, leaf.			X	
20. Identify what makes objects change: heat, cold, etc.			X	
21. Describe and sequence major growth stages in lives of people, animals, and insects.				X

Unit 5. (continued)

		YPR		OPR	
		1	2	1	2
24.	Predict how they will live and what jobs they might have when they are grown.				X
25.	Name the four seasons in sequence.				X
26.	List appropriate activities, clothing for each season.				X
27.	Identify life stages of plants: seed, plant, flower, seed.				X
28.	Predict changes in plant growth under certain conditions: insufficient water, light, soil.				X
29.	Predict certain kinds of changes and identify their causes.				X

Unit 6. End of School

		YPR		OPR	
		1	2	1	2
1.	Understand and state that school closes in summer.		X		
2.	Talk about appropriate summer activities.		X		
3.	Identify appropriate clothing for summer.		X		
4.	Follow teacher's directions to clean the classroom.		X		
5.	Identify the new room they will come to in the fall.		X	X	
6.	State that they will have a different teacher in fall.		X	X	
7.	Identify summer as the time of year when they do not come to school			X	
8.	Identify specific summer activities.			X	
9.	Compare and contrast seasonal activities.			X	
10.	Choose and complete a class clean-up job.			X	X
11.	Collect personal belongings and take them home.			X	
12.	Identify the summer months: June, July, August.				X
13.	Sequence the summer months.				X
14.	Predict things they will do in the summer.				X
15.	Identify jobs necessary for cleaning up the classroom.				X
16.	Specify that they will be in the Primary Department in the fall.				X
17.	State that they will have a different teacher and possibly different classmates in the fall.				X

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--MATHEMATICS

	YPR		OPR	
	1	2	1	2
Sets: Conservation--Invariance of Number				
Essential Experience				
Provide activities in which students can see that sets of objects remain the same regardless of how they are rearranged or shape of container is changed. Example: Pour equal amounts of water or sand into differently shaped containers.)	X	X	X	X
Sets: Classification				
1. Match like objects.	X			
2. Match an object to its picture.	X			
3. Match two similar pictures.	X			
4. Match objects by color.	X			
5. Match objects by shape.	X			
6. Match objects by size.	X			
7. Classify objects by color.		X		
8. Classify objects by size.		X		
9. Classify objects by shape.		X		
10. Classify objects by use.		X		
11. Classify objects by two characteristics: shape, color, etc.			X	
12. Classify objects by three characteristics: shape, color, size, etc.			X	

Sets: One-to-One Correspondence

Essential Experience

	YPR		OPR	
	1	2	1	2
Provide opportunities in the daily routine for students to distribute materials to classmates.	X	X	X	X
1. Match different objects by number (one book to one bag; three blocks to three circles).	X			
2. Count from one two five objects in a set while teacher touches the objects.		X		
3. Count from one to 10 objects in a set while teacher touches the objects.			X	
4. Count from one to 20 objects in a set while teacher touches the objects.				X
5. Count from one to five objects in a set while touching the objects.		X		
6. Count from one to 10 objects in a set while touching the objects.			X	
7. Count from one to 20 objects in a set while touching the objects.				X
8. Recognize one to five objects in a set and verify by counting.		X		
9. Recognize six to 10 objects in a set and verify by counting.			X	
10. Recognize 11 to 20 objects in a set and verify by counting.				X
11. Identify one to five objects in a set and verify by counting.			X	
12. Identify six to 10 objects in a set and verify by counting.			X	
13. Identify 11 to 20 objects in a set and verify by counting.				X
14. Identify number of objects in a set and verify without counting.				X

Sets: One-to-One Correspondence	YPR		OPR	
	1	2	1	2
15. Associate the numerals 1-5 with sets of one to five objects.		X		
16. Associate the numerals 6-10 with sets of six to ten objects.			X	
17. Associate the numerals 11-20 with sets of 11 to 20 objects.				X
18. Form a set of one to five objects.			X	
19. Form a set of six to 10 objects.			X	
20. Form a set of 11 to 20 objects.			X	
Sets: Patterns				
1. Follow alternating patterns (i.e., circle, square, circle, square).			X	
2. Follow alternating patterns of three elements (i.e., red, blue, green; red, blue, green).			X	
3. Follow a pattern using two characteristics: differences in color, shape, size, etc.			X	
4. Follow a pattern using more than two characteristics.				X
5. Make a pattern using two or more characteristics.				X

Sets: Sequencing

	YPR		OPR	
	1	2	1	2
Essential Experience				
Arrange objects in order: smallest to largest or largest to smallest. Use nesting blocks, graduated rings, Montessori cylinders, etc.	X	X		
Sequencing				
1. Sequence three objects by size.		X		
2. Sequence three objects by length.		X		
3. Sequence more than three objects by size.			X	
4. Sequence more than three objects by length.			X	
5. Sequence three objects by mass.				X
Comparing				
6. Match sets by one-to-one correspondence (more/less).		X		
7. Compare sets to learn whether they are alike or different.		X		
8. Compare sets to learn which is larger or smaller.			X	
Manipulating Sets				
9. Combine sets and identify the number of objects in the new set.				X
10. Remove a given number of items from a set and identify the number of items remaining in the set.				X

Numbers: Essential Experience	YPR		OPR	
	1	2	1	2
Provide activities in which students can explore the concepts of first and last through actions, gestures, and vocabulary.	X	X		
Ordinal Numbers				
1. Point to numbers in the environment.	X			
2. Imitate counting in sequence.	X			
3. Count in sequence from one to five.		X		
from one to 10.			X	
from one to 20.				X
4. Recognize Arabic numerals 0-5.		X		
6-10.			X	
11-20.				X
5. Identify Arabic numerals 0-5.		X		
6-10.			X	
11-20.				X
6. Trace Arabic numerals 0-5.			X	
6-10.			X	
11-20.				X
7. Write Arabic numerals 0-5.			X	
6-10.			X	
11-20.				X
8. On a number line, order numbers 1-10.			X	
numbers 1-20.				X
9. Match numbers 1-10 to number words.				X
10. Identify number words for 1-10.				X
11. Write number words for 1-10.				X
12. Label objects as first, second, third; first--last.				X

Geometry

	YPR		OPR	
	1	2	1	2
1. Match shapes; match shape to outline.	X			
2. Recognize shapes: circle, square, rectangle, triangle, star, heart.	X			
3. Identify shapes: circle, square, rectangle, triangle, star, heart.		X		
4. Attempt to draw shapes		X		
5. Draw a circle.		X		
6. Draw a square, rectangle, triangle.			X	
7. Match objects with similar shapes.		X		
8. Identify objects with similar shapes.			X	
9. Match shapes to their appropriate words: square, circle, triangle, rectangle, etc.				X

Measurement: Size, Volume, Time, Money, etc.	YPR		OPR	
	1	2	1	2
Essential Experience--Time				
Provide activities related to the concept of time; build awareness through activities, gesture, vocabulary. o Clock vocabulary: later, noon, now, late, early, etc. o Calendar vocabulary: today, tomorrow, week, etc.	X	X	X	X
Essential Experience--Money				
Let students pretend to buy things in a play situation. Provide activities related to the concept of money; build awareness through activities, gestures, vocabulary: store, sell, buy, dollar, money, etc.	X	X	X	X
Measurement				
1. Identify time of day (day, night, morning, noon).			X	
2. Name the time of day for daily activities.				X
3. Compare two objects by size (large, small, etc.).			X	
4. Compare two objects by length (long, short, etc.).			X	
5. Compare two objects by mass (heavy, light, etc.).			X	
6. Compare volume of two containers (full, less, etc.).			X	
7. Compare temperatures (cold, warm, etc.).		X		
8. Compare speed (fast, slow, etc.)		X		
9. Compare fractions.			X	
10. Use non-standard scale to measure objects i.e., three pencil lengths, etc.).				X
11. Identify coins (penny, nickel, dime, etc.).			X	
12. Match money to its value (nickel, dime, dollar, etc.).				X
13. Count pennies up to 20 cents.				X
14. State that clocks tell time.				X
Graphing				
1. Interpret simple pictographs.			X	
2. Interpret simple graphs.				X

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--SCIENCE *

	YPR		OPR	
	1	2	1	2
Properties of Matter				
1. Observe, match, classify objects by size, shape, color, density, weight.	X			
2. Observe, match, classify objects according to each of the five senses.	X			
3. Match, classify, compare, and sequence objects by size, shape, color, density, weight.		X	X	
4. Match, classify, compare, and sequence objects according to each of the five senses.		X	X	
Energy				
5. Observe and participate in the following activities:				
a. Cooking; using hand tools & machines; using flashlight, shadows, light and dark.	X	X	X	X
b. safety with electricity		X	X	X
c. shadows indoors and out.		X	X	X
d. magnifiers.			X	X
Force, Work, and Motion				
6. Observe and participate in the following activities:				
a. zipping, snapping, buttoning	X			
b. building with blocks	X	X	X	
c. moving things	X	X	X	
d. making and playing with play dough.	X	X	X	
e. using machines, wheels, tools.		X	X	X
f. using magnets.		X	X	X
g. weighing various objects.		X	X	X
h. pushing and pulling.			X	X
i. strong vs. weak forces.				X

* See Appendix D for examples of science activities.

	YPR		OPR	
	1	2	1	2
Geology				
7. Observe and participate in the following activities:				
a. sandbox play.	X	X	X	X
b. observing, matching, classifying rocks.	X	X	X	X
c. playing with dirt and mud.	X	X	X	X
d. working with clay.		X	X	X
e. growing things in soil.		X	X	X
Climatology, Oceanography				
8. Observe and participate in the following activities:				
a. water play: colors, soap, pouring, duck pond.	X			
b. bubbles, balloons.	X			
c. daily weather chart.	X			
d. seasons: clothing, hiking, changes.		X		
e. explorations with ice, snow, water.		X		
f. cloud watching, walking in the rain.		X		
g. flying kites.		X		
9. Observe and participate in the following activities:				
a. water play: melting/freezing, sinking/floating			X	
b. air: bubbles, balloons, wind, pollution.			X	
c. daily weather chart.			X	
d. seasons: clothing, activities, describing weather, comparing seasons.				X
e. daily weather chart: children record weather.				X
f. characteristics of the ocean				X

	YPR		OPR	
	1	2	1	2
Astronomy				
10. Observe and participate in the following activities:				
a. Read *Goodnight Moon*.	X			
b. Watch a televised rocket launching.	X	X		
c. Describe objects seen in the sky.	X	X		
d. Observe the sun and shadows		X		
11. Observe and participate in the following activities:				
a. Name things that happen at night, in daytime.			X	
b. Name and describe objects in day and night sky.			X	
c. Discuss the work of astronauts.			X	
d. Discuss relationship between earth, stars, space.				X
e. Discuss causes of day and night.				X
f. Observe the sun and shadows.				X
Plants and Animals				
12. Observe and participate in the following activities:				
a. Trips to nature center, zoo, farm.	X			
b. Caring for classroom pets, body parts.	X			
c. Read story *The Carrot Seed*.	X			
d. Growing plants.	X			
e. Observe how different animals move.	X			
f. Observe animal homes, ant farm, bird nest, dog house.		X		
g. Observe mothers and babies on spring farm visit.		X		
h. Plant seeds and bulbs for a class garden.		X		
i. Discuss foods people can grow.		X		

Plants and Animals (continued)	YPR		OPR	
	1	2	1	2
13. Observe and participate in the following activities:				
a. Observe animal homes and families.			X	
b. Explore what animals need for growth.			X	
c. Observe stages of animal growth and change: caterpillars, tadpoles, etc.			X	
d. Plant seeds and care for growing plants.			X	
e. Observe parts of a plant.			X	
f. Explore what plants need for growth.			X	
14. Observe, describe, compare, predict growth and change in plants and animals.				X
Human Growth and Development				
1. Observe and discuss the following:				
a. Students' own bodies.	X	X		
b. Bodily similarities and differences.	X	X		
c. The five senses.	X	X		
d. A new baby.	X	X		
e. Describe own body.			X	X
f. How bodies change as we grow.			X	X
g. Stages of human growth.			X	X
h. Ways to stay healthy.			X	X
2. Describe, compare, sequence stages of human growth.				X
3. Students describe their own growth and body changes over time.				X

Health, Safety, Nutrition	YPR		OPR	
	1	2	1	2
1. Observe and participate in the following activities:				
a. Toilet training.	X			
b. Cooking.	X	X		
c. Safety awareness.	X	X		
d. Foods we eat.		X		
e. Danger sounds.		X		
2. Observe and participate in the following activities:				
a. Develop and use good hygiene habits--washing hands, brushing teeth, keeping clean.			X	X
b. Develop healthy eating habits.			X	X
c. Prepare, cook food.			X	X
d. Develop and use good safety habits.			X	X
Sound and Hearing				
1. Observe and participate in the following activities:				
a. Auditory training, awareness of environmental, speech sounds.	X	X	X	X
b. Responsibility and care for hearing aid.	X	X	X	X
c. Speech training.	X	X	X	X

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--SOCIAL EMOTIONAL DEVELOPMENT

Independence	YPR		OPR	
	1	2	1	2
1. Ask for help.	X			
2. Explore environment.	X			
3. Select activities with adult help.	X			
4. Select activities without adult help.		X		
5. Carry out procedures.		X		
6. Clean up activities: put away materials, wash materials, refill containers.		X		
7. Want to do things for self.	X			
8. Make decisions appropriate to level.	X	X	X	X
9. Go to sleep independently.	X			
10. Occupy self for at least ___ minutes.		5	10	15
11. Stand up for rights.		X		
12. Complete classroom jobs without being reminded.				X
13. Follow rules with adult supervision.	X	X	X	
14. Follow rules when adults are not present.				X
15. Adjust to changes in daily schedule or routines.		X		
16. Participate easily in structured activities.	X	X		
17. Participate easily in unstructured activities.			X	X

			YPR		OPR	
			1	2	1	2
Interaction Skills						
1.	Show interest in others.	X				
2.	Show preference for some children.			X		
3.	Have a preferred friend					X
4.	Engage in solitary play.	X				
5.	Engage in parallel play.		X			
6.	Engage in associative play, sharing toys, other materials.		X			
7.	Engage in cooperative play, working with others toward a goal.				X	
6.	Engage in simple make-believe activities.			X		
7.	Initiate own play activities with others.			X		
8.	Play in a small group with adult supervision.			X		
9.	Play in a small group without adult supervision.					X
Self Concept						
1.	Claim things as "mine!"	X				
2.	Identify own belongings: clothes, toys, etc.		x			
3.	Demonstrate pride in accomplishments, showing achievements to others.		x			
4.	Take risks.			X		
5.	Demonstrate eagerness to improve performance of task.					X
6.	Accept rights of others with teacher explanation.					X
7.	Identify personal characteristics and accomplishments.					X

Cooperation

			YPR		OPR	
			1	2	1	2
1.	Show ability to wait at least one minute.		X			
2.	Take turns with adult help.		X	X	X	
3.	Take turns without adult help.					X
4.	Be willing to wait for rewards.					X
5.	Follow classroom rules.		X	X	X	X
6.	Follow instructions.		X	X	X	X
7.	Work with an adult for five minutes.	X				
8.	Work with an adult for 15+ minutes.			X		
9.	Work in small groups.		X			
10.	Share with others, with adult help.		X	X		
11.	Share with others.				X	
12.	Help others.				X	
13.	Ask permission to use others' belongings.					X
14.	Compromise, with adult coaching.				X	
15.	Compromise without adult coaching.					X
16.	Solve conflicts with adult help.				X	
17.	Solve small conflicts without adult help.					X
18.	Participate in classroom activities led by others.		X			
19.	Accept transitions in classroom activities when situation is explained.		X			
20.	Accept transitions in classroom activities without explanation.			X		

	YPR		OPR	
	1	2	1	2
Leadership				
1. Identify self as a leader.		X		
2. Lead routine activity with adult guidance.		X		
3. Lead routine or other activity.		X		
4. Encourage other children to join activity.		X		
5. Ask to lead a specific activity.			X	
6. Give simple directions.		X		
7. Monitor classmates' behavior.		X		
Feelings				
1. Show awareness of others' feelings.		X		
2. Identify feelings of others.		X		
3. Express feelings verbally.		X		
4. Show ability to calm down after being upset.		X		
5. Express anger or frustration without losing control.			X	
Responsibility				
1. Keep a variety of items in appropriate places.		X		
2. Show responsibility for personal belongings.			X	
3. Accept responsibility for classroom work, jobs.				X

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--FINE MOTOR SKILLS

	YPR		OPR	
	1	2	1	2
Oral Motor Skills				
Facial Muscles				
1. At rest, generally symmetrical.	X			
2. During conversation, muscles on both sides of face are activated symmetrically.	X			
Mouth				
1. At rest, lips generally symmetrical.	X			
2. Can extend or spread lips symmetrically.	X			
3. Can round and protrude lips symmetrically.	X			
4. Can extend and round-protrude lips alternately, repeatedly, and with ease.		X		
5. Can retain breath behind lips and suddenly explode it.		X		
6. Can open and close lips repeatedly.		X		
7. Can repeatedly open and close mouth rapidly and with ease.	X			
8. Exhibit proper dental alignment.	X			
9. Tongue size appropriate to oral cavity.	X			
10. Can activate tongue independently of lip and jaw movements--elevate, lateralize, extend, retract.	X			
Larynx				
1. Appropriate vocal quality. (Integrity of larynx can only be judged by listening to vocal quality during play or conversation.)		X		

Oral Motor Skills

	YPR		OPR	
	1	2	1	2
Eating Functions				
1. Exhibit good rotary chewing.		X		
2. Lick food off utensil.	X			
3. Use tongue to clean food from lips.		X		
4. Drink from baby cup.	X			
5. Drink through a straw.		X		
6. Drink from adult cup or glass.			X	
General Functions				
1. Cease drooling.	X			
2. Kiss with pursed lips.	X			
3. Purse lips to blow.	X			
4. Imitate mouth movements: aa, oo, ee, sh, m, f.			X	
5. Imitate two mouth movements in repeat succession.			X	

Self Help: Feeding		PI	YPR		OPR	
1.	Feed self with fingers.	X				
2.	Feed self using spoon, with some spilling.	X				
3.	Feed self adequately with spoon and fork.		X			
4.	Hold cup with two hands and drink.		X			
5.	Hold cup with one hand and drink.		X			
6.	Distinguish between edible and inedible materials.		X			
7.	Unwrap food.		X			
8.	Pour solids neatly: beans, beads, etc.		X			
9.	Pour liquids neatly.		X			
10.	Serve self at table with little spilling.		X			
11.	Hold spoon or fork in fist when eating.		X			
12.	Hold cup by its handle when drinking.			X		
13.	Hold spoon in fingers while eating.			X		
14.	Hold fork in fingers while eating.			X		
15.	Hold spoon in fingers to eat liquid food.				X	
16.	Use knife to cut food.					X
17.	Use fork to cut food.					X

Self Help: Dressing

	PI	YPR		OPR	
		1	2	1	2
1. Remove outer clothing with assistance.	X				
without assistance.		X			
2. Remove shirt with assistance.	X				
without assistance.		X			
3. Pull down pants with assistance.		X			
without assistance.			X		
4. Unzip clothing with assistance.		X			
without assistance.			X		
5. Undo buckles with assistance.			X		
without assistance.				X	
6. Unsnap clothing with assistance.		X			
without assistance.			X		
7. Unbutton clothing with assistance.			X		
without assistance.				X	
8. Take off pants with assistance.		X			
without assistance.			X		
9. Take off hearing aid with assistance.		X			
without assistance			X		
10. Take off shoes and socks.			X		
11. Hang clothing on hook.		X			
12. Put on outer clothing.		X			
13. Put on shirt: overhead, through arms.		X			
14. Pull up pants.			X		
15. Zip clothing.			X		
16. Buckle belt.				X	
17. Snap or button clothing				X	
18. Put on pants.			X		
19. Put on hearing aid.				X	
20. Put on socks and shoes without tying laces.			X		
21. Tie shoe laces.					X

Self Help: Personal Care	PI	YPR		OPR	
		1	2	1	2
1. Wash and dry hands with assistance.	X				
2. Wash and dry hands without assistance.		X			
3. Brush teeth with assistance.		X			
4. Brush teeth without assistance.		X			
5. Wipe nose with hanky, tissue.		X			
6. Blow nose with assistance.		X	X	X	
7. Blow nose without assistance.					X
Self Help: Toilet Training					
1. Fuss to be changed.	X				
2. Sit on toilet or potty chair with assistance.	X				
3. Urinate in toilet occasionally; still many accidents.	X				
4. Urinate in toilet with adult initiative.	X				
5. Urinate in toilet more than 50% of the time in school.		X			
6. Indicate need to use toilet through behavior.		X			
7. Indicate need to use toilet through language.		X			
8. Have bowel movement in toilet occasionally; still many accidents.		X			
9. Have bowel movement in toilet more than 50% of time; few accidents.		X			
10. Completely toilet trained; may need help in wiping.		X			
11. Take complete care of own toileting needs.			X		

Drawing

	PI	YPR		OPR	
		1	2	1	2
1. Grasp crayon.	X				
2. Scribble with crayon.	X				
3. Hold crayon with thumb and finger.		X			
4. Hold pencil in pincer grasp.		X			
5. Imitate vertical stroke.		X			
6. Imitate horizontal stroke.		X			
7. Imitate crossed lines.			X		
8. Imitate drawing a circle.		X			
9. Draw vertical line.		X			
10. Draw horizontal line.		X			
11. Draw crossed lines.			X		
12. Draw recognizable face.			X		
13. Make recognizable drawings.				X	
14. Color within lines of a circle.				X	

(For scribbling, see Language Arts objectives.)

Eye-Hand Coordination

	PI	YPR 1	YPR 2	OPR 1	OPR 2
1. Pick up small object by scooping or raking.	X				
2. Use all fingers in pincer grasp.	X				
3. Use thumb and index finger in pincer grasp.	X				
4. Take objects out of containers.	X				
5. Put objects into containers.	X				
6. Remove pegs from pegboard.	X				
7. Place pegs in pegboard.	X				
8. Scoop with hand or utensil.		X			
9. Spear objects with utensil.		X			

Eye-Hand Coordination (continued)	PI	YPR		OPR	
		1	2	1	2
10. Build tower with fewer than six cubes.	X				
11. Build tower with more than six cubes.		X			
12. Create train shape with three cubes.		X			
13. Create bridge with three cubes.		X			
14. Fold paper.		X			
15. String one-inch beads.		X			
16. Use tools and utensils purposefully.		X			
17. Snip with scissors.		X			
18. Snip on straight line with scissors.			X		
19. Snip on curved line with scissors.				X	
20. Cut a square.				X	
21. Turn knob to open door.		X			
22. Complete inset puzzles of basic shapes: circles, squares, etc.	X				
23. Complete simple inset puzzles: duck, house, etc.	X				
24. Complete four to five-piece puzzle with outline.		X			
25. Complete six to 15-piece puzzle with outline.		X			
26. Complete four to five-piece puzzle without outline.			X		
26. Complete puzzle of up to 10 pieces without outline.				X	
27. Complete puzzle of more than 10 pieces without outline.				X	

KDES PRESCHOOL CURRICULUM

SCOPE AND SEQUENCE--GROSS MOTOR SKILLS

	PI	YPR		OPR	
		1	2	1	2
Sitting					
1. Sit on floor without support.	X				
2. Sit in chair appropriately.	X				
Balance					
1. Demonstrate balance reactions in standing.	X				
2. Try to stand on four-inch balance beam.	X				
3. Stand on four-inch balance beam with two feet.		X			
4. Attempt to walk on four-inch balance beam.		X			
5. Side step on four-inch balance beam.		X			
6. Alternate ___ steps on four-inch balance beam.		3		4-8	
7. Carry large toy while walking.	X				
8. Pick up toy from floor without falling.	X				
9. Squat in play.	X				
10. Walk with legs close together.		X			
11. Imitate simple bilateral movements of limbs, head, trunk; play "Simon Says."		X			
12. Lie on moveable surface.		X			
13. Sit on moveable surface.		X			
14. Stand on moveable surface.		X			
15. Stand on one foot for ___ seconds without help.		1-3	4-6	7-9	
16. Stand on one foot for a few seconds, eyes closed.					X
17. Stand steadily with feet together for several seconds.					X
18. Walk heel-to-toe on two-inch line for 10 feet.					X

	PI	YPR		OPR	
		1	2	1	2
Walking					
1. Initiate transitions of walking.	X				
2. Walk without support.	X				
3. Walk on line in one general direction.		X			
4. Walk between parallel lines eight inches apart.		X			
5. Walk on drawn line for 10 feet.		X			
6. Walk on tiptoes.		X			
7. Walk on heels.		X			
8. Walk backwards.		X			
9. Avoid obstacles in path.		X			
10. Walk holding an object.			X		
11. Walk on a curved line.			X		
12. Walk in rhythm with arms coordinated.				X	
13. Walk with arms outstretched to a designated point.					X
14. Stop walking easily on request.					X
Running					
1. Run fairly well.		X			
2. Run on toes.		X			
3. Run on heels.		X			
4. Avoid obstacles in path while running.		X			
5. Make sharp turns around corners while running.			X		
6. Begin to gallop using preferred foot.				X	
7. Skip, alternating feet.					X
8. Run in a balanced position.					X

Climbing Stairs	PI	YPR		OPR	
		1	2	1	2
1. Walk upstairs with adult holding one hand.	X				
2. Walk downstairs with adult holding one hand.	X				
3. Walk upstairs sideways (cruising).	X				
4. Walk upstairs holding rail, two feet on each step.		X			
5. Walk downstairs holding rail, two feet on each step.		X			
6. Walk downstairs alone, two feet on each step.		X			
7. Walk upstairs alone, alternating feet.			X		
8. Walk downstairs alone, alternating feet.			X		
Jumping					
1. Jump in place with feet together.		X			
2. Jump forward four to 24 inches with feet together.		X			
24 to 30 inches.			X		
30 to 36 inches.				X	
3. Jump from step at least seven inches high.		X			
5. Jump down from surface 10 to 24 inches high.		X			
24 to 30 inches high.			X		
30 to 36 inches high.				X	
6. Jump backwards.		X			
7. Jump sideways.		X			
7. Jump over string held ___ inches high.		2	4	6	10
8. Hop on one foot ___ times.		3	5	8	
9. Hop forward six inches.			X		
10. Hop forward 12 to 16 inches.				X	

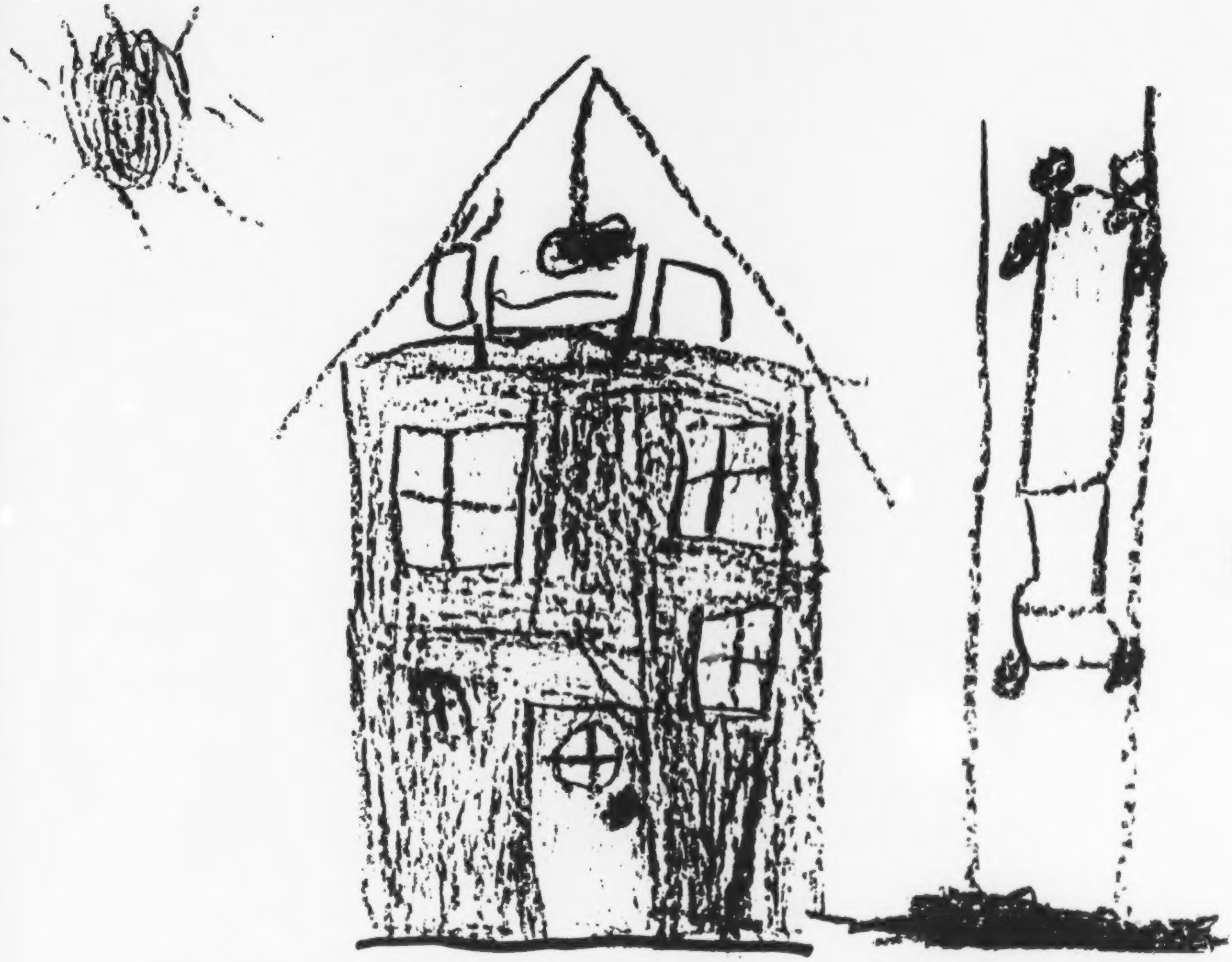
Kicking	PI	YPR		OPR	
		1	2	1	2
1. Kick at stationary object; build tower, kick over.		X			
2. Kick a ball forward.		X			
3. Kick a 12-inch ball.		X			
4. Kick an eight-inch ball.		X			
5. Kick a ball rolled to child.					X
6. Drop-kick a ball.					X
Throwing					
1. Throw ball or object up.	X				
2. Throw ball or object forward.	X				
3. Throw ball or object underhand.	X				
4. Throw ball or object overhand.	X				
5. Throw ball or object overhead backwards.	X				
6. Throw ball toward target.	X				
7. Throw ball into box.	X				
8. Hit two-foot target from five feet away, throwing overhand or underhand.			X		
9. Throw ball from chest with two hands.				X	
10. Throw overhand, shifting weight.				X	
11. Throw small ball in air and catch it.					X
12. Begin to acquire accuracy in throwing.					X
Catching					
1. Catch a 12-inch ball.		X			
2. Catch a 10-inch ball, using stiff arms.		X			
3. Catch a 10-inch ball using hands and body.			X		
4. Catch an eight-inch ball with flexed arms.			X		
5. Bounce ball with one or two hands.				X	
6. Bounce and catch a tennis ball with two hands.					X

Free Play Activities

	PI	YPR		OPR	
		1	2	1	2
1. Move "ride on" toys without pedals.	X				
2. Ride a "big wheel."		X			
3. Attempt to ride tricycle without pedals.		X			
4. Pedal tricycle.		X			
5. Go up and down slide without help.		X			
6. Crawl through barrel or tunnel.		X			
7. Swing on swing with help.		X			
8. Attempt to pump self on swing.			X		
9. Pump self on swing.				X	
10. Do forward-roll somersaults.				X	
11. Do sit-ups with bent knees.				3-5	6-8

Climbing

	PI	YPR		OPR	
		1	2	1	2
1. Climb up without alternating hands.	X				
2. Climb down without alternating hands.	X				
3. Climb across without alternating hands.	X				
4. Climb up with alternating hands.			X		
5. Climb down with alternating hands.			X		
6. Hang from bar using overhand grip.					X



Orderly house, nice car driving by, cheery sun in the sky.

DAILY PRESCHOOL ROUTINES

The program for Younger Playroom 1 is structured around nine daily routines, detailed below. During those routines, teachers should focus on teaching objectives from the first level of the Scope and Sequence charts wherever possible. For example, routines for snack time could include objectives from the Language, Motor Skills, and Science charts. See page 80 for a detailed example of using Scope and Sequence objectives to build a YPR 1 program.

Daily classroom activities for YPR 1 are necessarily centered around constructive play, with children concentrating mainly on school and social skills:

- Getting used to separation from parents and home.
- Feeling comfortable in school and with school personnel.
- Learning to get along with other children and adults.
- Understanding the concept of daily routines.
- Learning to live with rules and limits (We may not hit; we must clean up our area after messy play; etc.).
- Making choices among friends and free play activities.
- Sharing toys and tasks with others.

The YPR 2 program is also structured around daily routines. One major difference is that second year students should be encouraged to take leadership roles, showing younger children what to do. Along with routines, subject content is introduced in instructional units, based on the YPR 2 resource units provided in this guide.

Entering and Leaving School

The primary objective of routines for entering and leaving school is to prepare students for the beginning and end of the school day. Children are expected to walk from their busses to the classroom (or vice versa), and to take off or put on their outer clothing. They also learn to store and retrieve their book bags, jackets, and other belongings. At the beginning of the year, the teacher assigns each child a specific coat peg and cubby for storing belongings. Children are expected to remember where to store their possessions every day.

Skills for social studies, language, and independent activity are the focus of entering and leaving routines. The children practice rudimentary map skills as they walk from bus to classroom and back. They also work on language skills: following directions, initiating and participating in conversations. Students are frequently asked to predict school activities and events for today or tomorrow.

The teacher's role as students enter and leave school is primarily to supervise and to expose children to meaningful language. Teachers may chat with individual children about new objects or articles of clothing, or may ask them to remember yesterday's activities or predict what will happen today.

Hearing Aid Check

Daily hearing aid routines are designed to help students assume as much responsibility as possible for the proper care and use of their own hearing aids or auditory trainers. Teachers introduce the five-sound test to children during this routine, and encourage them to respond to sounds in general, as well as to the test itself.

Hearing aids should be checked in a quiet area with the necessary amplification and equipment for the five-sound test. First-year YPR children should learn to care for their hearing aids and to respond accurately to the five-sound test, with help from the teacher.

Second-year YPR children can assume more responsibility for the care of their hearing aids. They work on responding quickly and accurately to the five-sound test. All second-year children are encouraged to make decisions based on their levels of hearing: "Where do I put it?" "Did I hear that?" Skills for motor control, independence, auditory training, and science (sound dynamics) are developed during the hearing aid routine.

Successful teachers set up an environment that encourages children to care for their hearing aids independently. Teachers also provide a model of appropriate responses to the five-sound test, and monitor those responses. Occasionally a child may respond to the test inconsistently, or may fail to respond at all. The teacher must be aware of possible causes for those behaviors, as well as of the appropriate treatment or referrals that may be indicated.

Group Activities

Group routines offer children opportunities to participate, interact, and cooperate as members of a small community. Such group activities as stories, discussions, songs, show-and-tell, and demonstrations of new materials may support a variety of academic subjects. Any classroom area arranged so that children can sit comfortably for extended periods of time may be suitable for group time.

During the first year of YPR, children learn to attend to the teacher for increasing periods of time. They are also introduced to group participation skills: taking turns, waiting quietly, and cooperating with peers. Simple story units, including Humpty Dumpty, The Carrot Seed, Eensy Weensy Spider, Jack and Jill, and This Little Piggy, are introduced near the end of the first year.

During the second year, each student is encouraged to act as group leader, with teacher guidance. A student who is selected as leader for a session may do such things as picking a song and leading the singing, or choosing and retelling a favorite story.

Second-year YPR students are introduced to six instructional units, with content centered around school, self, family, and change. The units vary in length and are taught intermittently throughout the school year. Each unit has components of all curriculum areas.

The primary role of the teacher during group routines is to provide a variety of activities and experiences that can encourage children to discuss information and ask questions. The teacher also monitors each child's development of skills in a variety of content areas.

Free Choice Routines

Free play offers additional opportunities for students to explore content areas and learning materials. During free choice, children select their own activities and the materials they will use, and must clean up the area when they are finished. A variety of toys and activities, corresponding to different stories, subject matter, and teaching units, should be available. Teachers should choose materials that will encourage participation by children at all levels of development and with a broad range of skills.

Free choice routines require large storage and work areas. There must be ample room for small groups and individual children to move about freely as they work on art projects, motor skills, dramatic play, and other activities. During the first year of YPR, children are encouraged to choose toys and activities for themselves, and to manipulate them to the best of their abilities. Teachers should guide children to activities that relate to stories read during group time, and help them use the materials appropriately.

Second year YPR students continue to select their own materials. They may also work with the teacher on specific academic activities related to the six teaching units for school, self, family, and change. With teacher guidance, individual students may lead various free play routines. Older students may ask other children what they want to work with, or suggest activities for their peers who cannot decide what to do. Every child should have a chance to work on skills for problem solving, decision making, independence, responsibility, and cooperation.

Teachers have a three-fold responsibility in supervising free choice routines. First, they must select toys and activities that relate to a wide range of curricular materials, stories, and units, and organize them within the learning environment. Interesting materials that are changed frequently can provide motivation for children to continue working with them. Secondly, teachers need to stimulate interest in the materials and activities provided, encouraging children to experiment. They can demonstrate exciting ways to use new toys and materials; they can encourage children to take risks, work on new skills, and develop new interests.

Finally, teachers must monitor the progress and development of skills for every student in each content area. Once children have mastered an activity, the teacher should encourage them to choose materials requiring higher levels of skill. As in all routines, teachers encourage growth of language use, decision making, and risk taking.

Snack Time/Lunch Time Routines

Snack and lunch routines allow the children to enjoy eating together as a group. They also offer a perfect opportunity to teach appropriate language and mealtime behaviors. Snack or lunch routines require such materials as place mats, napkins, utensils, and dishes, and may take place in the classroom, school lunchroom, or cafeteria.

First year YPR students are expected to learn the sequence of steps in snack and lunch routines, as well as names for common foods. They gradually take responsibility for cleaning up spills and crumbs, and build skills for group participation, sharing, and cooperation.

Second year students, as part of the continuing focus on developing leadership skills, should be encouraged to lead snack time with teacher guidance. They should also learn practical ways to ask question and make decisions. Snack time also provides a vehicle for learning in academic areas. For example:

- Social Studies: good citizenship, good manners, self expression.
- Fine Motor Skills: appropriate table behavior.
- Language Development: vocabulary, conversational and questioning skills, specific subject area content.
- Science: food values, how the five senses relate to food.
- Mathematics: counting of utensils, portions, etc.

Bathroom Routines

Bathroom routines can be helpful in fostering the development of independence and control. As preschool children represent a range of ages and abilities, bathroom routines must cover a variety of skills. A reasonable objective for one child may be to throw away a soiled diaper; for a more advanced child, it may be to use the toilet appropriately and independently.

The primary skills developed during bathroom routines are independence, self-help, and motor control. Children are also challenged to take risks; moving from the passive, secure situation of wearing a diaper to the more independent status of using the toilet. The teacher's job in these routines includes supervising bathroom activities and monitoring each child's progress toward independence. Teachers must also provide an accepting atmosphere that will encourage children to take the necessary risks.

Recess Routines

During recess, children should be able to enjoy free play with minimal adult structuring. A variety of toys to help build gross motor skills, such as swings, bicycles, wagons, etc., should be available outdoors or in an open area within the school building.

Recess is a good time for children to work independently on motor control, language, social and emotional skills. Some children spend much of their recess time observing others or playing alone, while others move toward parallel and associative play. Selecting toys, activities, and playmates can help build decision making skills; children learn to cooperate and take turns as they negotiate over toys, the rules for games, and other group activities. The teacher's role is primarily to supervise the play, to provide helpful language input, and to model appropriate negotiation and discussion skills.

Nap Time Routines

Of course, the main purpose of nap time is to provide a period of needed rest. Children should follow a daily routine that includes removing their hearing aids and placing them safely in a designated area, taking off and putting on shoes, and locating their own cots for resting. During the first year, as YPR children adjust to sleeping at school, they may need a great deal of teacher attention. By the second year, children should become accustomed to falling asleep on their own, without a great deal of help or coaching.

Nap routines provide opportunities to stress some motor skills, along with independence and responsibility. The teacher's role is to set up a quiet, pleasant nap area and help the children learn to follow the daily regimen. Nap time also offers teachers an opportunity for quiet conversations with individual children.

Transition Routines

During transition times, children move from the preschool playroom to other school areas: gym, cafeteria, playground, etc. Students should learn to listen or watch for their names to be called, then line up with the group in a designated area. Once assembled, the children should be able to walk to their destination in an orderly manner.

For first-year YPR students, transition activities can help teach name recognition and group participation. Every second-year student should be encouraged to serve as a leader under the teacher's guidance, choosing the order for students to line up and other activities. Auditory skills, social studies content, and social/ emotional development are natural components of transition routines. It is fundamental for teachers to channel discussions and ask questions during transition times. This encourages the children to talk about the activities just completed, make predictions, and discuss where they are going and what they can expect to do there.

Building a YPR 1 Program Around Daily Routines

The following outline is an example of how a teacher might select beginning objectives from the Scope and Sequence charts, then incorporate them into daily routines. The example, which uses only Entering and Leaving Routines, includes objectives from all of the Scope and Sequence subject areas.

Entering and Leaving Routines

Language Arts

- Respond in gestures to own first name in print.
- Respond verbally to own first name in print
- Identify own picture with gesture, pronoun, or name.
- Identify self by name sign.
- Recognize classmates' name signs.
- Predict two events in the classroom day.

Mathematics

- Match different objects by number (jackets to people, etc.).
- Respond appropriately to activities, gestures, vocabulary related to the concept of time.
- Count as teacher touches one to five objects in a set.

Science

- Observe, match, classify objects by size, shape, color, etc.
- Observe and participate in zipping, snapping, buttoning clothing.

Social Emotional Development

- Express desire to do things for one's self.
- Make decisions appropriate to learning level.
- Follow rules with adult supervision.
- Identify own belongings, toys, clothes, etc.
- Demonstrate ability to wait.
- Take turns with adult help.

Gross Motor Skills

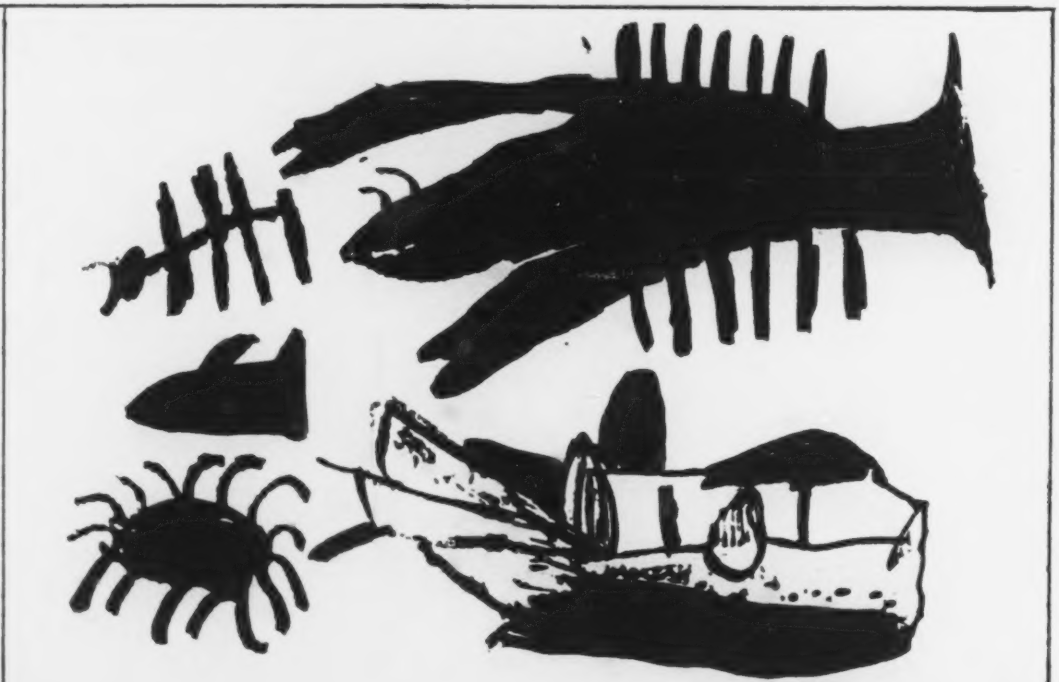
- Walk on tiptoes.
- Walk on heels.
- Walk backwards.
- Avoid obstacles in path.

Fine Motor Skills

- Remove outer clothing without assistance.
- Unzip clothing with assistance.
- Unsnap clothing with assistance.
- Hang clothing on hook.
- Put on own outer clothing.

Michael prints a proud label on his drawing of the "san."

Is this happy little person dancing? Exercising? Just not quite finished?



Sea creatures, some real, others fantasy.

RESOURCE UNITS

Introduction

This section includes sample resource units for YPR 2 and OPR 1 and 2, the three upper preschool levels. While these units do not represent the entire preschool program, they do serve as the basic core for daily instruction. Teachers should use the resource units as models for building complete instructional units (Appendix C).

The units outlined here are based on themes that are innately important to young children.

1. The beginning of school.
2. Oneself and others.
3. Families.
4. Homes and neighborhoods.
5. The concept of change.
6. The close of school.

The resource units are arranged as follows:

1. A brief overview of the subject matter.
2. List of the main ideas to be introduced.
3. Sample entry level behaviors to be expected of most children.
4. List of unit objectives and subobjectives to be achieved before the group proceeds to the next unit.
5. Suggestions for introductory and group routines.
6. Suggested activities for transition, free choice, and snack time.
7. Sample activities for many of the listed objectives.
8. Sample evaluation procedures.
9. List of suggested resources.

Teachers are encouraged to tailor the instructional program to students' needs. Additional objectives from the Scope and Sequence charts may be taught along with those listed in these units, or selected and combined as building blocks for additional units of instruction.

Student Achievement Record Sheets are provided at the end of each unit. Teachers may make as many copies of the record sheets as they need (probably one per child for each unit) to record student progress on individual lessons.

Here's an imaginative shape done in pinks and blues.

UNIT 1: ALL ABOUT SCHOOL

OVERVIEW: In this unit, the children will learn to differentiate between school and home, and to describe the school day.

MAIN IDEAS:

1. School is different from home.
2. School has rules and routines.

ENTRY LEVEL BEHAVIORS: Children should:

1. Recognize own name sign and name signs of familiar classmates.
2. Maintain eye contact for five seconds or longer.
3. Sit with a group for five minutes or longer.
4. Identify self in a photo.
5. Identify the route to the classroom.

OBJECTIVES: Children will be able to:

1. Predict the next activity in the daily routine.
2. Identify classmates and teachers in photos.
3. Differentiate between the concepts of school and home.
    - a. Identify children who came to school and those who stayed home.
    - b. Imitate the teacher by counting the number of students and the quantity of materials needed to supply each student.
    - c. Identify a school bus.
    - d. List activities done in school.
    - e. State whether they are at home, at school, or on a school bus.
    - f. Categorize things as associated with either school or home.
    - g. Build a school and a house of blocks.
4. State school rules.
5. Identify at least two school workers (teacher, nurse, etc.).

UNIT 1. ALL ABOUT SCHOOL

ROUTINES	ACTIVITIES
ENTERING SCHOOL	Gather the students in a group. Designate one student as a leader. Explain that everyone is ready to go to class. Have the leader lead the group to class. Repeat the activity with different student leaders. (Objective 1) Choose student leaders to practice leading the class to the classroom from different places in school (cafeteria, bathroom, etc.). (Objective 1) Take pictures of each child. Use the photos to let students practice recognizing and identifying their classmates and teachers. (Objective 2)
GROUP ACTIVITIES	Make a chart or bulletin board using photos or drawings of a school bus, school, and home. Have the children identify where they are by putting their own photos under one of the pictures. (Objective 3) Paste a picture of each child on the bulletin board. Then ask students to identify the children who are in school on that day and those who are at home. (Objective 3) Count the students who came to school, then ask the children to imitate you and count their classmates. (Objective 3) Gather the students in a group. Help them count the number of students in the group. (Objective 3) During "music time," post a photo or drawing of a school bus on the board. Ask a child to identify it. (Objective 3) Point to the wheels on the bus. Ask students to help you count the wheels. Students should imitate your signs. Then tell the students that you will sing and sign a song called "The Wheels on the Bus." Have students imitate your signs. Read Spot Goes to School to the group. Ask the children to tell you what Spot did at school. (Objective 3) Copy photos of the students. Make one class book or a book for each student with everyone's photo. Use the books to help children learn to identify each other. Let students take the books home to show to their families. (Objective 2)

GROUP (continued)

Visit different areas of the school and meet the people who work there (school nurse, audiologist, etc.). Take their photos to include in a School Book. Ask students to identify the workers and what they do. (Objective 3)

Have students role-play school rules. (Objective 3)

Have students role-play their routines for getting up in the morning to go to school (wake up, get dressed, brush teeth, eat breakfast, etc.). (Objective 3)

Have students categorize things associated with home and things associated with school (teacher, parents, toys, etc.).

TRANSITION

Ask students to list some school rules (line up, hold hands, no running). Then have students tell you some of the rules they must follow at home (no jumping on the bed, put clothes away, etc.). (Objective 3)

Have the students practice name signs and fingerspelling names. (Objective 2)

SNACK TIME

Help the students count the number of objects needed to supply all the students--how many napkins, cups, place mats, etc. (Objective 3)

Place printed name cards or photos at each place. Have each student find the seat for a classmate. (Objective 2)

FREE CHOICE

Have students use blocks to build a school and a house. (Objective 3)

Provide a large drawing of a school bus and line up chairs to represent bus seats for dramatic play. Have students role-play coming to school in the morning or going home in the afternoon. (Objective 3)

Set up a Fisher-Price school bus and people for the children to play with. (Objective 3)

Put out yellow and black paint and paper. Have students paint pictures of school busses. (Objective 3)

Make a set of name cards. Display student photos. Have students match the name cards to the photos. (Objective 2)

DEVELOPMENTAL LESSON: PEOPLE IN SCHOOL

OBJECTIVE 2: **Identify classmates and teacher from photographs.**

MAIN IDEA: We can identify our classmates and our teacher.

MATERIALS:
Photos of teacher, each student
Construction paper, one sheet for each child, cut to size for making a book.
Glue or paste, colored yarn, markers or crayons

PROCEDURES:

Seat the children in a semicircle. Explain that they are going to get to know each other. Display one photo of a child in the group and model a "Who?"question. If no one can name the child in the photo, point to the child and give her name. Model the child's correct name sign and give each child a chance to imitate it.

Let the child whose picture was used glue the picture to a sheet of construction paper. Then print the child's first name below the picture. Have the child show the photo and the printed name to the group. Have them imitate you as you make the child's name sign and fingerspell the name. Set the photo aside and do another. Be sure to Include your own photo in the lesson.

Continue until all the children have been identified, seen their names in print, and pasted their pictures on sheets of construction paper.

When everyone in class has finished pasting pictures and writing names on the construction paper, bind the sheets together with yarn to make a "Classmate Book." Write the title on a cover sheet and put it on the book. When the book is finished, go through the pages and review the pictures and name signs. Make this "Classmate Book" a permanent part of the class library.

EVALUATION: Each child should be able to identify the teacher and at least two classmates from their photos and name signs.

YPR 2: Unit 1

DEVELOPMENTAL LESSON: BEGINNING TO COUNT

OBJECTIVE 3b: **Differentiate between the concepts of school and home, imitating the teacher to count the number of students and quantities of materials needed to supply each student.**

MAIN IDEA: I can learn to count.

MATERIALS: Enough cookies, apples, crackers, or cups of juice for each child.
A chair for each child

PROCEDURES: Seat the children in a semicircle. Ask, "How many children from our class came to school today? I am curious. Let's count." Count the children in the group, using the correct sign for each number and making sure students can see the signs. After you have counted the students, model the correct language and number signs again. Complete the counting by saying, "There are ___ students in our class today."

Ask the children to imitate your number signs. Count them again. Sign each number slowly and ask the children to imitate your signs. Praise all attempts to sign the numbers.

Ask for volunteers to come up and count the children in the group. Again, praise their attempts to imitate your signs. Make sure each child has a chance to participate.

SNACK TIME: Ask for help with snack time. Say, "We need one chair for each child. How many do we need?" Count the children and ask them to count along with you. Ask one child, "If there are ________ children, how many chairs do we need?" When the child responds correctly, say, "Yes, that's right, we need _______ chairs."

Count the chairs together as you place them around the table. Then identify the snack for the day. "We need one (graham cracker, apple, etc.) for each child. How many do we need?" Have the children count with you again. Be sure each child participates in the counting.

Follow the same procedures for distributing classroom materials: crayons, scissors, paper, etc.

EVALUATION: Each child should be able to imitate the teacher, counting the number of students and the quantities of materials needed for the group.

DEVELOPMENTAL LESSON: SCHOOL ACTIVITIES

OBJECTIVE 3d: **Differentiate between the concepts of school and home, listing activities done in school.**

MAIN IDEA: I do many different things in school.

MATERIALS: Photos or drawings of school activities: snack time, group, free play, lunch, nap.
Large chart labeled "School Activities"
Crayons or markers

PROCEDURES: Seat the children in a semicircle. Explain that they are going to talk about school activities. Show one photo and call on volunteers to describe what they see in the photo. You might start with the first activity of the daily routine. If necessary, provide clues to help children identify the activity. Once the photo is identified correctly, list it on the "School Activities" chart. Tack the photo next to the item on the list.

Continue to show the rest of the photos and add them to the chart. Show the activities in the sequence most often followed during the school day. Provide a chance for each child to participate. When all the activities are posted on the chart, point to the photos randomly and call on children to identify them.

Put the chart away and ask each child to name one school activity. The chart can be displayed on the wall in the classroom.

EVALUATION: Each child should name at least one activity.

EVALUATION: BACK TO SCHOOL

OBJECTIVE 1: **Predict the next activity in the daily routine.**

MATERIALS: Photos of school activities

STRUCTURED PROCEDURES: Seat the children in a semicircle. Select one photo at random and show it to the children. Call on one child to identify the activity in the photo. Then ask the child to predict the next activity in the daily routine. Continue until all children have participated.

CRITERIA: Each child should predict the next activity in the daily schedule accurately, at least half of the time.

EVALUATION: PEOPLE IN SCHOOL

OBJECTIVE 2: **Identify classmates and teachers in photos.**

MATERIALS: Color photos of students and significant adults.

STRUCTURED PROCEDURES: Gather students in semicircle. Hold up one photo at a time. With each photo ask, "Who?" "Who is this?" "Whose picture?"

Display photos of each child or adult on a table. Name a student in the class, and ask another student to find her picture on the table.

CRITERIA: Each child should identify at least half of his classmates and at least one teacher by using the correct name sign or the correct pronoun (his, her, you).

UNSTRUCTURED PROCEDURES: Display photos in a book or on a bulletin board where children can see them at their leisure. When you see children looking through the book, ask them to identify the people in the pictures. Watch to see if children can spontaneously identify their classmates.

CRITERIA: Each child should identify at least half of the photos by using the correct name signs or pronouns, or by gesturing.

EVALUATION: BEGINNING TO COUNT

OBJECTIVE 3b: **Differentiate between the concepts of school and home: imitate the teacher to count the number of students and the numbers of materials needed to supply each student.**

MATERIALS: Snacks or markers, enough for each child.

STRUCTURED PROCEDURES: Seat the children in a semicircle. Explain that you will count all the children, and then you want them to count with you. Count the children in class. Then call on one child to imitate you as you count them again. Be sure each child participates.

Then explain that you want the children to help you pass out snacks or classroom materials. Remind the group that there are ___ children so you need ___ items. Count the items as you hand them to the children.

Call on one child to imitate you as you count. Repeat the process, giving each child an opportunity to participate.

CRITERIA: Each child should imitate the teacher, counting the number of students and the number of materials needed for the group.

UNSTRUCTURED PROCEDURES: When you see children playing with or arguing over toys, interrupt them to explain that everyone will be happier if each child has a toy. Tell them you will count the number of toys they need. Point to each child as you count, and call on them to imitate the counting. Then let the children select the toys they want to play with.

CRITERIA: Each child should imitate the teacher, counting the number of students and the number of materials needed for each student.

UNIT 1: ALL ABOUT SCHOOL

RESOURCES

Berenstain, S., *Berenstain Bears Go to School*. New York, NY: Random House, 1978.

Crews, D., *School Bus*. New York, NY: Greenwillow Books, 1984.

Hill, E., *Spot goes to School*. New York, NY: Putnam, 1984.

Moncure, J., *A New Boy in Kindergarten*. Chicago, IL: Children's Press, 1976.

Oechsli, K., *It's School Time*. New York, NY: Holt, Rinehart & Winston, Inc. 1967.

Oxenbury, H., *The First Day of School*. New York, NY: Dial Books, 1986.

Rockwell, H., *My Nursery School*. New York, NY: Greenwillow Books, 1976.

Simon, N., *I'm Busy Too*. Niles, IL: Albert Whitman, 1980.

Walde, G., *Betsy's First Day at Nursery School*. New York, NY: Random House, 1976.

Watts, M.A., *Zebra Goes to School*. New York, NY: Andre Deutsch, 1981.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Taught From ______________ through ______________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Predict the next activity in the daily routine.	1 2 3	
2. Identify classmates and teachers in photos.	1 2 3	
3. Differentiate between the concepts of school and home.	1 2 3	
a. Identify children who came to school and those who stayed home.	1 2 3	
b. Imitate the teacher by counting the number of students and the quantity of materials needed to supply them.	1 2 3	
c. Identify a school bus.	1 2 3	
d. List activities done in school.	1 2 3	
e. State whether they are at home, at school, or on a school bus.	1 2 3	
f. Categorize things as associated with either school or home.	1 2 3	

g. Build a school and a house of blocks.	1 2 3	
4. State school rules.	1 2 3	
5. Identify at least two school workers.	1 2 3	

ADDITIONAL NOTES:

UNIT 2: ALL ABOUT ME

OVERVIEW: In this unit, the children will identify some of their unique qualities, body parts, and feelings.

MAIN IDEAS:

1. I have unique characteristics, likes and dislikes.
2. My body is special.
3. I have many different feelings.
4. Some of my classmates are boys; some are girls.

ENTRY LEVEL BEHAVIORS: Children should be able to:

1. Identify their own name signs.
2. Imitate body movements made by adults or classmates.

OBJECTIVES: Children will be able to:

1. Match their own body parts to pictures of body parts.
2. Identify what people do with their eyes, ears, noses.
3. Count body parts, with assistance.
4. Identify their personal characteristics (name, age, sex, color of eyes, skin, and hair).
5. Identify their own fine and gross motor skills (jumping, running, brushing teeth, putting on jacket, etc.).
6. Fingerspell their own first names, given the printed names.
7. Identify their own printed names.
8. Select foods they like and dislike from a group of foods.
9. Identify the following emotions in themselves and others: happy, sad, angry, tired, sick, surprised.

UNIT 2. ALL ABOUT ME

ROUTINES	ACTIVITIES
GROUP	Have the students sit in a circle. Call on individuals to identify different body parts. (Objective 1) Count the parts identified using number signs. Have students imitate the signs. (Objective 3)
	Count everyone's fingers and toes. Have students imitate the number signs. (Objective 3)
	Trace each child's body on large paper. Ask each child to tell you the color of her eyes and hair. Give each child the appropriate crayons, markers, or yarn, and ask them to draw themselves. (Objective 4)
	Have students draw around their hands, then decorate the tracing. (Objective 4). Ask them to identify their own body parts (Objective 1)
	Make masks from paper plates or bags. Have students identify facial features. (Objective 1) Have them identify the emotions (happy, sad, angry) illustrated on their masks. (Objective 10)
	Display a hand mirror. Give students an opportunity to look at their faces and identify nose, eyes, mouth, ears, hair, and skin. (Objective 1)
	Ask children to name the colors of their skin, eyes, and hair. Have them tell you their ages and whether they are boys or girls. (Objective 4)
	Make a name tag for each child and tape it to a classroom chair. Have students practice recognizing their first names by finding the correct chair. (Objective 8)
	Draw an outline of a face. Draw eyes, nose, mouth, etc. Ask children to choose the correct color crayons for their eyes, hair, and skin. (Objective 4)
	Ask students what they can do with their eyes (see), noses (smell), ears (hear) and tongue (taste). (Objective 2) Collect pictures of the students in an "All About Me" book.
	Trace students' hands and feet on paper. Have children count their hands and feet, imitating the number signs. (Objective 3). Include tracings in the "All About Me" book.

GROUP (continued)

Read The Gingerbread Boy. Show an illustration of the Gingerbread Boy from the book and ask children to identify his body parts. (Objective 1)

Teach some simple fingerspelling rhymes or songs, including "Simon Says" and "Hokey Pokey". (Objective 1)

Ask each student to tell you how old he is. (Objective 4) Sign that number and ask the student to imitate your sign.

Make name tags for the students. Have each student find the appropriate name tag. (Objective 8) Then fingerspell each student's first name and ask students to imitate the fingerspelling. (Objective 7)

Play music: Album 7, "Special Songs for Special Children" is a good selection. Have children move or dance to the music. Do specific movements and ask children to imitate you (clapping hands, tapping toes, kicking feet). (Objective 5)

Set up a full-length mirror in the classroom area. Ask children to make happy, sad, or angry faces (Objective 10) and identify their personal characteristics. (Objective 4)

Have students sit in a circle. Call on individual children to identify their own fine and gross motor skills. (Objective 6) If necessary, help the children remember their skills with such questions as, "Can you run?", "Can you jump?" Other skills students might include scribbling, brushing teeth, putting on jackets, etc. Once a child identifies a skill, ask her to demonstrate it.

Have children smell and taste a variety of foods. Let them choose the foods they like and dislike. (Objective 9)

Make a large paper doll. Cut out arms, legs, head. Leave the "parts" in a box and have children assemble them. (Objective 1)

SNACK TIME

Give children a choice of two foods for snack (for instance, apples or crackers). Ask them to select the foods they like. Objective 9)

Draw a facial expression with peanut butter on a cracker or slice of bread. Ask students to tell you whether the face is happy or sad. (Objective 10)

DEVELOPMENTAL LESSON PLAN: BODY PARTS

OBJECTIVE 1: **Match own body parts to pictures of body parts.**

MAIN IDEA: My body has many parts

MATERIALS:
Sheets of butcher paper large enough to cover the body of a child lying on her back.
Crayons/markers
Yarn (various colors)
Glue or paste, scissors
Pictures of various human body parts

PROCEDURES: Seat the children in a semicircle. Explain that human bodies are made of many parts. Point to different parts of your body and let the children identify each part and tell you its function, if they can.

Now tell the children that you will draw pictures of their bodies. Tell them they have to help. Ask one child to be down on his back on a sheet of butcher paper. Begin to trace the child's outline on the paper. As you trace ask the children to identify the body part you are tracing.

Trace each child. Write the children's names on their drawings and display them in class. If appropriate, ask the children to add eyes, mouths, hair, and noses to their drawings.

Show a picture of one body part. Ask children to match their body parts to the part pictured. Continue until the children match their arms, legs, heads, hands, fingers, ears, noses, mouths, necks, knees, and elbows.

EVALUATION: Each child should match his own body parts to pictures of body parts.

DEVELOPMENTAL LESSON PLAN: PERSONAL CHARACTERISTICS

OBJECTIVE 4: **Describe one's own personal characteristics.**

MAIN IDEA: I am different than everyone else.

MATERIALS: Full-length mirror

PROCEDURES: Seat the children in a semicircle. Explain that today they will learn more about themselves. Show them the mirror. Tell them they will use the mirror to look at themselves and then to describe what they see.

To help the children get started, look in the mirror and tell the children that you see a man/woman who has _______ hair, ______ eyes, ______ skin. Then, call on one child to look in the mirror and help him identify his own personal characteristics. Continue until all the children have looked in the mirror and described themselves.

Call on each child again and ask them to give their names, ages and sex. Then ask them to describe their hair color, eye color, and skin color. Let the other children help with the descriptions if necessary.

EVALUATION: Each child should describe his or her own personal characteristics.

DEVELOPMENTAL LESSON PLAN: MY FIRST NAME

OBJECTIVE 6: **Fingerspell own first name from the printed name.**

MAIN IDEA: I can identify and fingerspell my name.

MATERIALS: Two sets of printed name tags (first name only)
Photo of each child

Prepare in advance: Before starting the lesson, print each child's name on a name tag. Paste the appropriate name tag on each photo.

PROCEDURES: Seat the children around you in a semicircle. Select the photo of one student. Cover the printed name with your hand and show only the picture to the students. Ask "Who is this?" Call on a volunteer to identify the student in the photo. When he answers correctly, say "You are right. This is ______'s picture."

Then uncover the printed name and say "This is what ______'s name looks like." Be sure all the students can see the printed name.

Fingerspell the name and ask the student in the photo to fingerspell it along with you. Continue these procedures until all the children have been identified and had an opportunity to fingerspell their first names.

Showing only the printed name tags, ask each child to fingerspell his or her name.

EVALUATION: Each child should fingerspell his or her own first name from an example of the printed name.

EVALUATION: BODY PARTS

OBJECTIVE 1: **Match own body parts to pictures of body parts.**

MATERIALS: Photos or drawings of body parts (head, eyes, nose, mouth, ear, neck, shoulder, arm, elbow, chest, tummy, leg, knee, foot, toes, hand, fingers, hair).

STRUCTURED PROCEDURES: Seat children in front of you. Explain that you are going to show pictures of body parts. As you show the pictures, ask a student to point to that part on her body (e.g., "Show me your eyes.").

CRITERIA: Students should point to at least half of the body parts indicated. Include:

- head
- nose
- mouth
- neck
- arm
- chest
- leg
- foot
- hand
- hair
- eyes
- mouth
- ear
- shoulder
- elbow
- tummy
- knee
- toes
- fingers

UNSTRUCTURED PROCEDURES: Put dolls in the free play area. When you see students playing with the dolls point to a body part on the doll and ask the students to point to their matching body parts.

CRITERIA: Students should be able to point to their corresponding body parts at least half of the time. Include the body parts listed above.

EVALUATION: PERSONAL CHARACTERISTICS

OBJECTIVE 4: **Describe one's own personal characteristics: name, age, sex, color of eyes, skin and hair.**

STRUCTURED PROCEDURES: Gather the children in a semicircle. Explain that you want them to tell you about themselves. Ask each child to stand up and tell you their names, ages, whether they are boys or girls, and the color of their skin, hair, and eyes. As they go along, remind each child of the information you want: "OK, now what color is your hair?" "Are you a boy or a girl?" "And how old are you?" Do not help with the answers.

CRITERIA: Each child should be able to give the correct name, age, sex, and colors of eyes, skin, and hair.

EVALUATION: FOODS I LIKE

OBJECTIVE 8: **Select foods we like and dislike from a group of foods.**

MATERIALS:

apple chunks
crackers
raisins
cereal
chunks of cheese
orange sections
peanut butter
muffins
grapes
popcorn

STRUCTURED PROCEDURES:

Display four or five different foods on a table. Gather the children around the table. Ask each child to taste each food. Then ask the children in turn to choose foods they like ("Which is your favorite?" "Which do you prefer?" "Which one do you like best?").

Repeat, asking children to select foods they dislike.

CRITERIA:

Each student should be able to identify one food she likes and one food she dislikes from the group of foods.

UNSTRUCTURED PROCEDURES:

During snack, provide the children with a choice of foods to eat. ("We have cheese and crackers, peanut butter and crackers, or raisins. Which do you prefer?") Allow each student to choose a snack.

CRITERIA:

Each student should choose the snack he prefers from two or three choices.

EVALUATION: ALL ABOUT EMOTIONS

OBJECTIVE 9: **Identify happy, sad, and angry emotions in themselves and others.**

MATERIALS: Pictures or drawings of faces showing the following emotions: happy, sad, angry, tired, sick, surprised.

STRUCTURED PROCEDURES: Gather the children in a group. Choose one of the pictures showing an emotion and hold it up for the group to see. Call on one child to identify the emotion shown in the picture. Show more pictures and call on other children to identify the emotion shown in each one. Continue until each child has identified pictures of several different emotions.

CRITERIA: Each child should identify at least three emotions.

UNSTRUCTURED PROCEDURES: The emotions of young children are almost always visible. During the day, when a child displays a particular emotion, ask that child or another child to identify the emotion. ("Ann is crying. How do you think she feels?")

Encourage children to let you know how they and others in the classroom are feeling.

When children are looking through books in free choice, ask them to identify some of the emotions shown in the illustrations.

CRITERIA: Each child should identify at least three emotions.

UNIT 2: ALL ABOUT ME

RESOURCES

Ancona, G., I Feel: A Picture Book of Emotions. NY: E.P. Dutton, 1977.

Behrens, J., Can You Walk the Plank? Chicago, IL: Children's Press, 1977.

Clure, B. and Rumsey, H., Me! Oklahoma City, OK: Bowmar/Noble Publishers, 1968.

Clure, B. and Rumsey, H., Things I Like to Do. Oklahoma City, OK: Bowmar/Noble Publishers, 1968.

Corey, D., We All Share. Niles, IL: Albert Whitman & co., 1980.

Croft, D. and Hess, R., An Activities Handbook for Teachers of Young Children. Boston, MA: Houghton Mifflin Co., 1975.

Hallinan, P.K., I'm Glad to Be Me. Chicago, IL: Children's Press, 1977.

Hazen, B., To Be Me. Elgin, IL: Child's World, Inc., 1975.

Holtzenthaler, J., My Feet Do. NY: E.P. Sutton, 1979.

Moncure, J.B., About Me. Elgin, IL: Child's World, Inc., 1976.

Self, M., 202 Things to Do: Finger Fun Activities f/Young Children. Ventura, CA: Regal Books, 1968.

Timmon C., The Me Book. Chicago, IL: Encyclopedia Britannica.

Timmon, C., The Me and You Book. Chicago, IL: Encyclopedia Britannica, 1974

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates Taught: From ____________ To ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Match their own body parts to pictures of body parts.	1 2 3	
2. Identify what people do with their eyes, ears, noses.	1 2 3	
3. Count body parts, with help.	1 2 3	
4. Identify their own personal characteristics.	1 2 3	
5. Identify their own fine and gross motor skills.	1 2 3	
6. Fingerspell their own first names, given printed names.	1 2 3	
7. Identify their own printed names.	1 2 3	
8. Select foods they like and dislike from a group.	1 2 3	
9. Identify the following emotions in themselves and others: happy, sad, angry, tired, sick, surprised.	1 2 3	

ADDITIONAL NOTES: ______________________________

____

UNIT 3: IN MY FAMILY

OVERVIEW: **In this unit, the children will learn about their families and about animal families.**

MAIN IDEAS:

1. The members of my family are special.
2. Families have adults and children.
3. Family members have different jobs.
4. Animals can have families.

ENTRY LEVEL BEHAVIORS: Children should be able to:

1. Recognize people and objects from pictures.
2. Identify familiar animals (horse, cow, dog, cat, etc.) from pictures or models.

OBJECTIVES: Children will be able to:

1. Identify members of their own families by name sign.
2. Count the members of their families.
3. Group and label adults and children.
4. Role-play the different jobs and responsibilities of family members.
5. Match animal mothers with their young.

UNIT 3: IN MY FAMILY

ROUTINES	ACTIVITIES
GROUP	Ask each child to bring in a labeled photo of his or her family. Introduce the concept of family by presenting the pictures and asking the children to identify the members of their own families by name signs. Ask children to count the number of people in their families (Objective 2), and to label the adults and the children. (Objective 3) Display the photos on a family bulletin board. Read The Three Bears to the group. Cut pictures of children and adults from magazines or catalogs. Ask children to glue pictures of adults on one sheet of paper, children on another. (Objective 3) Use illustrations to introduce familiar animals and their young--dogs and puppies, cats and kittens, etc. Ask children to match the photos of mature animals to their babies. (Objective 5) Have children draw pictures of their families, identifying family members. Label the family members in each child's drawing. Ask the children to count the people in their families and to identify which are adults and which are children. Explain that family members have different jobs and responsibilities. Set up equipment for family role-plays (kitchen equipment, tools and gardening materials, baby dolls to wash and dress, etc. Ask children to role-play the jobs and responsibilities of different family members. (Objective 4) Use a calendar to mark off each child's birthday and special holidays. Have a mother and baby visit class, then discuss the visit. Invite the children's parents to visit the class. Make a family picture book to keep in the reading area.
TRANSITION:	Practice fingerspelling "mom" and "dad". Practice finger plays related to family or animals.

SNACK TIME:	Make "porridge" after reading The Three Bears. Ask families to send special snacks to school for particular days. Let the children set and clean up the table for snack time.
SMALL GROUP/ LANGUAGE	Cut pictures of children and adults from magazines and catalogs. Have the children glue pictures of adults on one sheet of paper, children on the other. Introduce familiar animals and their young; for instance, dogs and puppies, cats and kittens). Use photos to introduce a different child's family each day. Discuss similarities and differences ("Jim has two sisters.") Hide pictures or models of animals around the room. Use signs to tell children which animals to find. Have the children imitate the movements of familiar animals.
FREE CHOICE	Set up materials for grown-up role play (kitchen and office items, woodworking tools, doctor kit, etc.). Set up dress-up and housekeeping areas. Set up a water table with baby dolls to wash. Provide large sheets of paper and crayons; encourage children to draw pictures of "My Family." Display pictures of animal mothers and their babies.
SPEECH & AUDITORY SKILLS	Practice speechreading family members' names. Listen for some familiar household sounds (mommy calling, baby crying, etc.). Listen for familiar animal sounds.

DEVELOPMENTAL LESSON PLAN: MY FAMILY

OBJECTIVE 1: **Children identify members of their own families by name sign.**

MAIN IDEA: My family is special.

MATERIALS:

Photos of each child's family
Sentence strips printed with child's name and the word "family" (as "Sam's Family")
Bulletin board or other display space for pictures.

PROCEDURES:

Collect family photos from each child. Seat students so that they can call see the photos. Explain that you have special pictures to share with them. Tell them that their parents sent these pictures to school for everyone to see.

Explain that these are family photos, and that they are pictures of mommies, daddies, brothers, and sisters. Emphasize the importance of these terms. Tape the sentence strip for one child's family on the board. "Now we will look at pictures of (Sam's) family."

Show one photo of the family. Ask the child to identify the members of his family by name sign. Reinforce the child and model the language. "Yes, that's your mommy and daddy and you. This is your family!" When the child has correctly identified all the members of his family, tape the family pictures above the sentence strip. Continue until all of the children have had a turn to identify their families.

When photos of each child's family are displayed on the board, review all the family name signs. Point to each photo in turn and call on the appropriate child to identify the members of her family by their name signs.

Display the bulletin board in the free choice area.

EVALUATION: Each child should identify his or her family members by name sign.

DEVELOPMENTAL LESSON PLAN: FAMILY MEMBERS

OBJECTIVE 3: **Group and label adults and children.**

MAIN IDEA: Families have adults and children.

MATERIALS:
Pictures of men, women, and children cut from magazines, etc.
Pictures of familiar adults, students in the group
Glue or paste
Two large sheets of construction paper; one labeled ADULTS, the other labeled CHILDREN.

PROCEDURES:

Seat the children in a semicircle. Hang the two large sheets of paper at eye level, or put them on the floor or the table. Spread all the pictures out where the children can see them. Point out that there are many pictures of different people: "Look, here's a boy, and here's a girl." "Here is a picture of a woman, like your mommy." "Does the man in this picture look like your daddy?" "What is the same? What is different?"

Choose a picture of a child and explain, "This (boy, girl, baby) is a child. This child is growing, just like you. Maybe this child likes to play or eat peanut butter, as you do." Then glue the picture to the paper labeled CHILDREN. Continue to choose and discuss more pictures of children until you are sure the students grasp the concept of child.

Then choose a picture of an adult. "This (man, woman) is an adult. He is finished growing up. She probably goes to work and drives a car, just like your mommy. Glue the picture to the paper labeled ADULTS. Continue with more examples.

Then have the children take turns choosing pictures. Ask each child if the picture is of a child or an adult. When the children answer correctly, have them paste their pictures on the appropriate sheet of paper, either CHILDREN or ADULTS.

PROCEDURES (continued)

When about half of the pictures are pasted up, ask the children to choose specific kinds of pictures. "Show me a picture of a child." "Find a picture of an adult." Paste all the pictures on the appropriate sheets.

Display the two collages in the classroom. Refer to them to illustrate the concepts of children and adults.

EVALUATION: Each child should be able to separate pictures of children and adults.

DEVELOPMENTAL LESSON: ANIMAL MOTHERS AND THEIR BABIES

OBJECTIVE 5: Match animal mothers with their young.

MAIN IDEA: Animals can have families

MATERIALS: Two sets of photos or drawings: a set of familiar adult animals--dog, cat, bird, rabbit, etc.) and a set of young animals to match the adult animals. If available, models of animals are fine.
Slot chart or bulletin board

PROCEDURES: Show the pictures or models of adult animals to the children. See how many children are able to identify the animals. Explain where the animals live, what they eat, and the sounds they make.

After each picture of an adult animal is identified, put it in a slot chart or on a bulletin board.

Now tell the children that they are going to look at pictures of young animals. Explain that these are animal babies. Tell the children that the babies are young or newborn animals. Like human babies, they are small and their mothers (or parents) must care for them.

Show the pictures. Ask the children to identify the animal babies. Introduce appropriate vocabulary, e.g., "puppy," "kitten," "chick." Have children imitate the signs for these animals.

After the children have identified the pictures of the baby animals, have them match one of the baby pictures with a picture of the mother. Place the pictures next to each other in the slot chart or the bulletin board.

Have students take turns identifying the baby animals and matching them with their mothers. Place the matching pictures together in the slot chart or on the bulletin board. If appropriate, have students review the lesson several times to become familiar with the idea of animal families.

EVALUATION: Each child should match animal mothers and babies.

EVALUATION: MY FAMILY

OBJECTIVE 1: **Identify members of child's own family by name sign.**

MATERIALS: Photos of each child's family members (Ask parents to write names of family members on the backs of the photos.)

STRUCTURED PROCEDURES: Seat the children in a circle or semicircle. Select one child's family photo and display it to the class. Identify the photo: "This is a picture of Katie's family." Ask the child to sit next to you. Point to the people in the photo and ask the child to identify each person.

Seat the children around a table and display the photos in the middle of the table. Call on each child in turn to find his family photo, and then to identify the family members in the picture.

CRITERIA: For each procedure, each child should be able to identify at least two family members by name sign.

UNSTRUCTURED PROCEDURES: Place the family photos in a scrapbook or album in the free choice area. When you see children looking at the photos, ask them to find their family pictures and to identify members of their families.

CRITERIA: Each child should identify at least two family members by name sign.

EVALUATION: FAMILY JOBS

OBJECTIVE 4: Role-play the different jobs and responsibilities of family members.

MATERIALS: Dress-up clothes: dresses, shoes, hats, pants, etc. If available, toys to help children imitate and role-play the activities of adult family members.
Toy kitchen including refrigerator, stove, sink, etc.
Tool kit, play cars, trucks, baby doll and baby clothes, crib, vacuum cleaner, gardening tools

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STRUCTURED PROCEDURES: Gather students in a group. If possible, give each child a few dress-up items (not necessarily same-gender clothing). Have the children put on the clothes and name the roles they are playing.

Let children choose appropriate toys for the jobs and responsibilities of the roles they are playing. If dress-up clothes are not available, assign children various roles and ask them to select appropriate toys for the role-play.

CRITERIA: Each child should role-play with some accuracy at least one job or responsibility of one family member.

UNSTRUCTURED PROCEDURES: Set up toys as listed above in a dramatic play/free choice area. Encourage children to select toys regardless of gender--let boys play with baby dolls and girls play with the tool kit, if they prefer. Observe the family jobs and roles the children choose to perform.

CRITERIA: Children should be able to role-play accurately at least one job of one family member.

EVALUATION: ANIMAL MOTHERS AND THEIR BABIES

OBJECTIVE 5: Match animal mothers with their young.

MATERIALS: Two sets of pictures: animal mothers: chicken, dog, cat, fish, bird, etc., and corresponding animal babies

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STRUCTURED PROCEDURES: Seat students around a table. Display pictures of the animal mothers on the table. Explain that you will show pictures of animal babies, and you want them to match the babies to their mothers. Hand one animal baby picture to a child. Ask her to show the other children a picture of the baby's mother. Continue until all the students have turns and all mothers and babies are matched.

CRITERIA: Each child should match at least two animal mothers and their babies.

UNSTRUCTURED PROCEDURES: Place the animal pictures, mothers and babies, in the free choice area. Ask if any children want to play a game of matching animal mothers with their young. Observe to see whether students match mothers and babies correctly.

CRITERIA: Each child should be able to match animal mothers with their young.

UNIT 3: IN MY FAMILY

RESOURCES

Books about Human Families

Adoff, A., Black is Brown is Tan. NY: Harper & Row Publishers Inc., 1973.

Benson, E., Phillip's Little Sister. Chicago, IL: Children's Press, 1979.

Berger, T., Big Sister, Little Brother. Milwaukee, WI: Raintree Publishers, Inc., 1974.

Drescher, J., Your Family, My Family. NY: Walker and Co., 1980.

Greenfield, E., First Pink Light. NY: Thomas Y. Crowell Co., 1976.

Hallinan, P.K., We're Good Friends, My Brother and I. Chicago, IL: Children's Press, 1973.

Hazen, B., Why Couldn't I Be an Only Kid Like You? NY: Atheneum, 1975.

Hoban, R., A Baby Sister for Francis. NY: Harper & Row Publishers Inc., 1964.

Holland, V., We're Having a Baby. NY: Charles Scribner & Sons, 1972.

Maltmuller, F., We Want a Little Sister. Minneapolis, NM: Lerner Publishing Co., 1965.

Oxenbury, H., The Dance Class. NY: Dial Books for Young Readers, 1983.

Oxenbury, H., The Car Trip. NY: Dial, 1983. Oxenbury, H., Eating Out. NY: Dial, 1983.

Oxenbury, H., The Checkup. NY: Dial, 1983.

Oxenbury, H., The Birthday Party. NY: Dial, 1983.

Raynor, D., This Is My Father and Me. Niles, IL: Whitman, Albert Co., 1973.

Scott, Ann Herbert, SAM. NY: McGraw-Hill, 1967.

Stover, JoAnn, I'm in a Family. NY: McKay, 1966

Tester, S., Family! Elgin, IL: The Child's World, Inc. 1980.

Tobias, T., At the Beach. NY: D. McKay, Co., Inc., 1978.

Wilken, Eloise, The Baby Book. NY: Golden Press, 1975.

Books about Animal Families

Davis, D., The Baby Animal Book. NY: Golden Press, 1964.

Freschet, B., The Racoon Baby. NY: Putnam Publisher Group, 1984.

Jessel, C., The Puppy Book. NY: Methuen, Inc., 1980.

Komoni, Atushi, Animal Mothers. NY: Philomel Books, 1979,

Williams, G., Baby Farm Animals. NY: Golden Press, 1959.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates Taught: From ____________ To ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify members of their own families by name sign.	1 2 3	______________
2. Count the members of their families.	1 2 3	______________
3. Group and label adults and children.	1 2 3	______________
4. Role-play the different jobs and responsibilities of family members.	1 2 3	______________
5. Match animal mothers with their young.	1 2 3	______________

ADDITIONAL NOTES: ______________________________

UNIT 4: WHERE I LIVE

OVERVIEW: **In this unit, the children will learn about the homes of animals and people, different rooms of a house and their functions, and household furniture.**

MAIN IDEAS:

1. The place where I live is my home.
2. My house has different parts.
3. Different rooms of my house have different functions
4. Things in my house have different places and functions.
5. Animals live in special homes.

ENTRY LEVEL BEHAVIORS:

1. Children should know the signs for "home" and "house."
2. Children should be able to select their own homes from a group of photos.

OBJECTIVES: Children will be able to:

1. Identify parts of a house (roof, window, doors, rooms).
2. Identify familiar household objects and furniture.
3. Categorize household objects and furniture by location and function.
4. Construct a house using various materials.
5. Participate in role-playing a story about houses (The Three Little Pigs).
6. Match animals and people to their homes (e.g., birds in a nest, dog in a doghouse).

UNIT 4: WHERE I LIVE

ROUTINES	ACTIVITIES
GROUP	Read the story The Three Little Pigs. Have the group role-play the story. Have children bring in photos of their homes. Ask each child to point to various parts of the house--roof, window, door, etc. (Objective 1) Display a photo or model of a house. Point to different parts of the house (roof, window, door, etc.) and ask the children to identify the parts (Objective 1). Cut pictures of furniture and household objects from magazines. Ask individual children to identify the objects and furniture. After identifying the items, let children make a household collage. Display a toy house and furniture. Ask children to identify the different pieces of furniture (Objective 2). Then have children put the pieces of furniture into the appropriate part of the house and tell you its function. (Objective 3). Bring in small household objects (cooking utensils, pans, small appliances, bowls, towels, blankets, clocks, etc.). Ask children to identify each item, discuss how it is used, and tell you where it is usually kept in the house (Objectives 2 and 3). Show pictures of animals and their homes: dog and dog house, bird and nest, fish and aquarium, person and house, bees and beehive, beaver, beaver lodge, etc. Ask children to match animals and their houses.
FREE CHOICE	Provide various materials for children to use in building houses: a big cardboard box, blocks of various sizes and shapes, blankets, etc. (Objective 4).

DEVELOPMENTAL LESSON PLAN: PARTS OF A HOUSE

OBJECTIVE 1: **Identify parts of a house.**

MAIN IDEA: A house has many parts.

MATERIALS: Playskool house or doll house. If none is available, use a picture of the outside of a house. Playskool figures or Flagg dolls.

STRUCTURED PROCEDURES: Show the model or picture of the house to the children. Explain that the class will study the outside parts of a house. Model the correct words for parts of the house if some of the children cannot identify them.

Tell students to look at the outside of the house. Begin with the roof. Sign the word "roof" and explain that the roof is the "top" of the house. Go on to explain the basic functions of the roof (keeps the house warm and dry, keeps out snow and rain). Encourage the children to imitate the correct sign and to point to the roof.

Then discuss the windows. Sign the word "window" and explain its functions (to let light and air into the house, to let people see out of the house). If your classroom has windows, encourage the students to examine them. If possible, open and close a window so they can see how it works to ventilate the house. Present the sign for "window" again and ask students to imitate the sign.

Point to the door of the house. Explain that houses usually have more than one door. If the model or picture has two or more doors, point them out. Follow the same procedures as for the window to explain the function of a door. Again, have students imitate the sign.

If appropriate, introduce other outside features of a house (chimney, steps, porch, garage).

Point to each part that has been introduced and call on individual children to identify it. Be sure all the children participate.

EVALUATION: Each child should identify at least two outside parts of a house.

LESSON PLAN: THINGS IN THE HOUSE

OBJECTIVE 2: **Identify familiar household objects and furniture.**

MAIN IDEA: We use many different things in a house.

MATERIALS: Various household objects brought from home or available in school (pots and pans, silverware, dishes, clock, radio, towels, potholders, toaster, soap, etc.) Doll or play furniture, pillow case or shopping bag

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PROCEDURES: Place one object in the pillow case or shopping bag. Tell students you have something from a house in the bag. Describe the object or tell how it is used: "This is for milk or juice. I can drink from it.") Ask the children to guess the object; if necessary, give additional clues.

When a student correctly guesses what is in the bag, or if students cannot guess after repeated attempts, take the object from the bag and show it to the class. Label and describe the object for the class. "Look, I have a cup! It is red and white. I can pour juice into it. I can drink from this cup.")

If the object has a particular function, as an alarm clock or toaster, for instance, you may want to demonstrate the function. Give each child a chance to examine and touch the object. Ask the children if their families have something like this at home. Ask them who uses the object. Then ask them in which room they would find the object. Continue identifying and discussing other familiar household objects. Let students identify as many objects as possible.

Identify and discuss various pieces of furniture in the same way. Again, place one piece of play furniture in the bag or pillow case. Describe the piece and its function. Ask students to identify the furniture and tell you where it would usually be found at home. Ask students if they have the piece in their homes.

Give students time to examine the doll or play furniture. If a model house is available, ask students to place the furniture in the appropriate room of the house.

Keep all the household objects and play furniture in the classroom. Allow students to explore the objects and their functions during play time.

EVALUATION: Each child should identify and name the functions of at least three familiar household objects and two pieces of furniture.

DEVELOPMENTAL LESSON PLAN: BUILDING A HOUSE

OBJECTIVE 4: **Construct a house using various materials**

MAIN IDEA: I can build a house.

MATERIALS: Large blanket or quilt

- o Picture or model of a tent
- o Chairs or a table
- o Blocks
- o Optional: large box (a large appliance carton works well)

PROCEDURES: Explain to the children that today everyone will "pretend" to build a special house. Show the children the blanket. Tell them they will make a house with the blanket. Discuss how they might build a house with a blanket.

Discuss the many different kinds of houses. If appropriate, remind children of the three kinds of houses in The Three Pigs. Show the picture of the tent. Explain that a tent is a special kind of house. Let students examine the picture. Ask them again how they might build a house with a blanket. Guide children toward using the blanket to make a tent. If necessary, help by suggesting they drape the blanket over some chairs or a table. Help the students arrange the chairs or table. Then, help them drape the blanket so it hangs to the floor. The children should be able to crawl into the tent and sit inside. You may also pin back one corner of the tent to make a door.

After the tent house is made, ask students to name different things they would like to bring into the house. Suggest that the house could be a quiet place for reading, resting, or eating a snack. If these were the purposes, then what would the children want in the house?

Talk about such things as books, a light, a comfortable chair, blankets, utensils, cups and plates. Suggest other purposes for the house; ask students to name things they might want in the "house" to suit those other purposes.

Keep the completed tent house in your play area. Encourage children to change the tent by draping it over other objects or by shaping it in some other manner.

If blocks are available in the free choice/play area, encourage the children to use them to build additional, different kinds of houses. Suggest they build houses of different shapes (squares, rectangles, triangles, and circles), different heights, and different sizes.

PROCEDURES: (continued)

If a large appliance box is available, use it to build another house. Show it to the children and explain that they will build a house from this box. Ask them to decide where to put the door and windows. Cut out these pieces completely or just on three sides so the door and windows can be closed. Then ask the children to choose the color they will paint the house. If appropriate, have the children paint the house themselves, or help them paint it. Leave the house in the free choice/play area so the children can play with it.

EVALUATION:

Each child should participate in the construction of a house.

EVALUATION: PARTS OF A HOUSE

OBJECTIVE 1: Identify parts of a house.

MATERIALS:	Playskool house or dollhouse. If none is available, use a large picture of a house.
STRUCTURED PROCEDURE:	Gather the children in a group and show the model or drawing of the house. Tell the children that you want each of them to name a part or a room of the house. Then point to a part of the house and ask one child to name it.
CRITERIA:	Each student should identify at least two parts or rooms of the house.
UNSTRUCTURED PROCEDURES:	Put a doll house in the free choice area. When you see a child playing with the house, point to one part of it. Ask the child to name that part.
CRITERIA:	Each student should be able to name at least two parts of a house.

EVALUATION: THINGS IN THE HOUSE

OBJECTIVE 3: **Categorize household objects and furniture by location and function.**

MATERIALS Various household objects brought from home or available in school--pots and pans, dishes, silverware, clock, etc.
Doll or playhouse furniture

STRUCTURED PROCEDURES: Place some of the objects in a pillow case or shopping bag. Gather the students in a group. Pull one object or piece of furniture from the bag. Show the item so each child can see it, or pass it around the group. Call on a child to name it; then ask the child to tell you how the object is used and where it is usually kept.

CRITERIA: Each child should be able to categorize most of the objects or pieces of furniture.

EVALUATION: WHERE DO ANIMALS LIVE?

OBJECTIVE 6: **Match animals or people to their homes.**

MATERIALS

Colored yarn
Two sets of pictures:
Four to six different animals whose homes the children have discussed (bird, fish, squirrel, child)
Pictures of animal homes (nest, water, tree, house), one appropriate to each animal picture, and one extra.

STRUCTURED PROCEDURES:

Arrange the sets of pictures opposite each other. There should be one more home than animal picture. Attach a piece of yarn to each animal picture. The yarn should be long enough to reach all the pictures in the opposite group.

Seat the children so that they can all see the pictures. Have them look at the pictures and identify the animals. Ask them to find the right home for each animal.

Demonstrate with the bird and the nest by taking the yarn and connecting it to the picture of the nest. Then have children take turns matching the animals to their homes.

CRITERIA: Each child should match correctly at least two animals and their homes.

UNSTRUCTURED PROCEDURES:

Place this or a similar activity in free choice. Observe whether each child is able to match animals to their homes.

CRITERIA: Each child should match correctly at least two animals and their homes.

UNIT 4: WHERE I LIVE

RESOURCES

Barton, B., Building a House. NY: Greenwillow Books, 1981.

Bolian, P., I Know a House Builder. NY: Putnam, 1980.

Cartwright, S., Animal Homes. NY: Coward, McCann and Geoghegan, 1973.

Clure, B., & Rumsey, H., Where Is Home? Oklahoma City, OK: Bowmar/Noble Publishers, 1968.

Dickinson, M., Alex's Bed. NY: Andre Deutsch, 1980.

Harper, A., How We Live. NY: Harper & Row, 1977.

Hilbert, M., A House for Little Red. Chicago, IL: Follet Publishing, 1970.

Hillert, M., The Three Little Pigs. Chicago, IL: Follet Publishing, 1963.

Manley, D., Around the House. Milwaukee, WI: Raintree Children's Books, 1979.

Raffey, M., Home Sweet Home: A Picture Book. NY: Coward, McCann, Geoghegan, 1982.

Rockwell, H., My Kitchen. NY: Greenwillow Books, 1980.

Scarry, R., My House. NY: Golden Press, 1976.

Simpson, J., A New House. Milwaukee, WI: Raintree Children's Books, 1979.

Thatcher, F., Snuffles' House. Chicago, IL: Children's Press, 1980.

Watanabe, S., I Can Build a House! NY: Philomel Books, 1983.

Watson, C., The House. Tulsa, OK: Usborne-Hayes, 1980.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates Taught: From ____________ To ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	**CRITERIA**	**COMMENTS**
1. Identify parts of a house (roof, window, doors, rooms).	1 2 3	______________
2. Identify familiar household objects and furniture.	1 2 3	______________
3. Categorize household objects and furniture by location and function.	1 2 3	______________
4. Construct a house using various materials.	1 2 3	______________
5. Participate in role-playing a story about houses (The Three Little Pigs).	1 2 3	______________
6. Match animals and people to their homes (e.g., birds in a nest, dog in a doghouse).	1 2 3	______________

ADDITIONAL NOTES: ______________________________

UNIT 5: I AM CHANGING

OVERVIEW: **In this unit, the children will learn about changes in people and nature, including physical changes, weather changes, and plant growth. The children will be able to identify the differences that occur with change.**

MAIN IDEAS:

1. I am growing.
2. The weather changes.
3. Plants and animals grow.
4. I can make things change.

ENTRY LEVEL BEHAVIORS: Children observe pictures and try to describe them.

OBJECTIVES: Children will be able to:

1. Identify themselves from their baby pictures.
2. Identify changes in themselves between infancy and four years old ("I am bigger, I can run," etc.).
3. Compare what babies do with what they can do now.
4. Identify daily weather conditions--sunny, cloudy, rainy, hot, cold, etc.
5. Identify articles of clothing and objects that are appropriate for various weather conditions.
6. Identify how animals change from infancy to adulthood.
7. Identify seeds.
8. Plant seeds and identify changes that occur as they grow.
9. Identify changes that they can make in objects and materials, such as cutting paper, molding clay, and coloring water.

UNIT 5: I AM CHANGING

ROUTINES	ACTIVITIES
GROUP	Ask parents of children in the group to send in baby pictures of their students. Display the photos of the children as babies. Ask the children to identify their own baby pictures. (Objective 1) Make a two-column chart. Label the left-hand column "Things I Could Do as a Baby," and the right-hand column "Things I Can Do Now." Help the children compare their current skills with the things babies can do. Ask such questions as, "Could you walk when you were a baby?" "Could you feed yourself?" "Can babies color with crayons?" As children respond, list each correct answer in the right column. Discuss such skills as crawling, running, jumping, singing, and saying words and sentences. (Objective 3) Ask one child to hold up the photo of herself as a baby. Have the other children talk about how she has changed from infancy to now. (Objective 2) Display photos or illustrations of various weather conditions (sunny, cloudy, rainy, hot, cold, etc.). Ask the children to identify the conditions shown in the pictures. (Objective 4) Paste eight to 10 weather photos on a large sheet of paper. Prepare weather symbols--a smiling sun, a dark cloud with rain, a snowman, etc. Show the symbols and ask children to identify what each one represents. Then show the weather pictures. Let the children take turns matching weather symbols to individual photos. (Objective 4) Collect samples of seasonal clothing and gear (snow jacket, raincoat, boots, swim suit, umbrella, sun glasses, mittens, etc.). Show pictures of various weather conditions and have children match the clothing and objects to the appropriate pictures. (Objective 5) Show photos of animal babies and mature animals. Ask children to identify the animals in the pictures and to point out how they have changed between infancy and adulthood. (Objective 6) Each time the children play outside, have them identify the weather conditions (Objective 4) and tell you what kinds of clothing they need to wear. (Objective 5) Make "weather dolls." Have the children dress them every day according to the weather. (Objective 5)

GROUP:
(continued)

Set out several small objects, including seeds. Ask the children to identify the seeds. (Objective 7) Discuss what seeds are and what people do with them.

Provide each child with a few seeds. Have them plant the seeds in small containers with their names on them. As the seeds grow, ask children to identify the changes that take place. (Objective 8)

Plant tomato plants in a sunny place. As they grow, have children watch their progress and identify changes. (Objective 8)

Ask the children to talk about changes occurring in classroom objects and materials. Lead activities that cause materials to change: molding clay, coloring water, cutting and coloring paper, etc. (Objective 9)

INTRODUCTORY LESSON PLAN: I AM CHANGING

OBJECTIVE 1: **Identify self from baby pictures.**

STRUCTURED PROCEDURES: Display a baby photo of one child. Ask whether it is a boy or a girl. Then ask if anyone can guess whose picture it is. When the child is identified correctly, give her the photo to hold. Continue until all the children have their own pictures. Tell the children to look carefully at their baby pictures.

Collect all the photos and display them on a bulletin board. Next day, ask each child to identify her own photo from the display on the board.

EVALUATION: Each child should identify his or her own baby picture.

LESSON PLAN: WEATHER CHANGES

OBJECTIVE 4: Identify daily weather conditions--sunny, cloudy, rainy, hot, cold, etc.

MAIN IDEA: There are different kinds of weather.

PROCEDURES: Have children, one at a time, observe the weather from a classroom window. Explain to each child that you want him to check the weather for you. Give the child time to observe, then ask questions about the day's weather.

Repeat until each child has had a chance to identify the weather conditions.

Repeat again on different days to make sure children can identify a variety of different weather conditions.

LESSON PLAN: WEATHER AND CLOTHING

OBJECTIVE 5: **Identify appropriate clothing for various weather conditions.**

MAIN IDEA: I can pick out the right things to wear.

MATERIALS: Large box filled with samples of clothing for different weather conditions (for example: raincoat and umbrella; mittens, hat, and scarf; shorts, baseball hat, sun visor, sunglasses; boots, long pants, sweater, and jacket). Use pictures if clothing is not available.

Photos or drawings of various weather conditions, for example: sunny, rainy, windy, snowy days.

PROCEDURES: Show the children the box of clothing samples. Explain that each child will have an opportunity to try on some of the clothes. Take one article of clothing from the box--mittens, for example. See how many children can identify them. Model the correct language for children who cannot label the mittens.

Ask questions about when children might wear mittens. "Today it is warm outside. Do we wear mittens today?" When a child answers correctly that people don't need mittens today, let the child go through the box and pick another item of clothing to talk about.

Repeat the procedure, helping the children identify each item and discuss when it should be worn or used ("Look, you picked an umbrella. Can you tell me when you would use an umbrella?").

For additional practice, use weather pictures. Show the children photos or illustrations of various weather conditions (sunny, rainy, snowy, windy), and ask them to describe the weather in each picture.

Then show the group just one picture. Ask one child to go through the clothing box and find something appropriate to wear for the weather shown in the picture. Continue until each child has had a chance to select appropriate clothing for each weather condition.

Keep the clothing box in an area that can be used for imaginative dress-up play.

LESSON PLAN: I AM CHANGING

OBJECTIVE 9: **Identify changes children can make in objects or materials (cutting paper, molding clay, coloring water).**

MAIN IDEA: I can make things change.

MATERIALS:

Three to five large glass jars	
Food coloring	Water
Spoon	Clay
Paper	Scissors

PROCEDURES: Fill jars with water before class begins. Show the children the jars and ask what is inside them.

Show the children the packets or bottles of food coloring. Explain that you can change the color of the water with the food coloring. Put a few drops of food coloring into one of the jars. Stir the water to disperse the color. Then ask the children to identify the color of the water. Reinforce the idea of the color change by putting the jar of colored water next to a jar of clear water.

Move to the next jar. Before adding food coloring, let children guess what color you will add to the water. Continue in the same way until food coloring has been added to all the jars, and all the water has been changed.

Tell the children that they can change the color of the water again. Ask for volunteers to help you add a different color to the jars. Tell students what new color to add. Before adding the food coloring ask students to predict the new water color. Then, ask the volunteers to add the food coloring and stir the water. As the color changes, ask the children to identify the new color. Continue to reinforce the idea of change.

Empty and rinse the jars. Fill them again with clean water. Give the students some food coloring and let them experiment with colors.

During the next few days, let the students try making other changes. Provide scissors, paper and clay. Have them cut the paper into different sizes and shapes. Give them clay to manipulate into various forms and shapes. Be sure the children understand that they can make changes in materials and objects.

EVALUATION: Each child should identify at least one change he or she can make in water, paper, or clay.

EVALUATION: I AM CHANGING

OBJECTIVE 3: **Compare what babies and children can do.**

MATERIALS: Photos and illustrations showing babies and toddlers involved in various activities:

- o baby drinking from a bottle
- o child running
- o baby crawling
- o child riding a tricycle
- o baby sleeping in a crib
- o child tying his shoes

PROCEDURES: Seat the children in a semicircle. Explain that you want them to compare what they can do to what babies can do. Show one photo of a toddler. Call on a child to identify what he sees in the photo (e.g., a girl riding a tricycle). Once he has explained the photo, ask him if he can do that activity ("Can you do this? Can you ride a tricycle?"). Then, ask if a baby can ride a tricycle.

Without showing a photo, call on a second child to identify something she can do. When the child names something, ask her if a baby can also do the named activity. If the child cannot think of something she can do, prompt her by showing another photo.

Continue with this procedure until all the children have compared their skills with a baby's skills.

CRITERIA: Each child should make at least one comparison between his skills and a baby's skills.

EVALUATION: WEATHER CHANGES

OBJECTIVE 4: Identify daily weather conditions (sunny, cloudy, rainy, hot, cold).

MATERIALS: Photos, illustrations showing different weather conditions.

STRUCTURED PROCEDURES: Seat the children in a semicircle. Explain that you have some photos of different weather conditions and that you want them to identify the different conditions. Show one photo to the group and ask one student to tell you about the weather. Continue until each child has had at least two opportunities to participate.

CRITERIA: Each child should identify correctly at least two kinds of weather conditions.

EVALUATION: WEATHER AND CLOTHING

OBJECTIVE 5: **Identify appropriate articles of clothing for various weather conditions.**

MATERIALS: Box or bag with samples of clothing to wear in various weather conditions (child's raincoat and umbrella; mittens or gloves; hat and scarf; shorts, baseball hat, sun visor, sunglasses; boots, long pants, jacket).

STRUCTURED PROCEDURES: Show the children the box or bag of clothing. Tell them that you will describe various weather conditions and that you want them to select the clothing that matches the conditions you describe.

Say something like, "I need to go outside. It is raining and wet. What should I wear?" Call on a child to select the clothes (raincoat, umbrella and galoshes) to wear when it is raining. Ask the child to name the articles of clothing. Continue with this procedure until all clothing is named and identified with the appropriate weather.

Gather the children in a group. Explain that you have various articles of clothing in the box or bag. Tell the children that you want them to tell you what each item is and in what kind of weather they would wear it. Then take an article of clothing from the container and show it to the children.

Call on one child to name the article and tell you when he would wear it. For example, if you selected a raincoat, the child should name it and say he would wear it when it is raining outside. Continue with the procedure until all the clothing is identified.

CRITERIA: Each child should identify at least one article of clothing and the weather conditions in which it is worn.

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Berenstain, S., The Bears' Almanac. NY: Beginner books, 1973.

Burningham, J., Seasons. NY: Bobbs-Merrill, 1969.

Dabcovich, L., Sleepy Bear. NY: E.P. Dutton, 1982.

Davis, D., The Baby Animal Book. NY: Golden Press. 1964.

Graham, J., Children on a Farm. Chicago, IL: Encyclopedia Britannica, 1962.

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Howell, R.R., Everything Changes. NY: Athenueum, 1968.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________ **Date:** ______________

Dates Taught: From ____________ To ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify themselves from their baby pictures.	1 2 3	____________
2. Identify changes in themselves between infancy and age four.	1 2 3	____________
3. Compare what they can do with what babies can do.	1 2 3	____________
4. Identify daily weather conditions.	1 2 3	____________
5. Identify articles of clothing and objects that are appropriate for various weather conditions.	1 2 3	____________
6. Describe how animals change from infancy to adulthood.	1 2 3	____________
7. Identify seeds.	1 2 3	____________
8. Plant seeds and identify changes that occur as they grow.	1 2 3	____________
9. Identify changes that they can make in objects and materials.	1 2 3	____________

ADDITIONAL NOTES: ______________________________

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UNIT 6: CLOSE OF SCHOOL

OVERVIEW: **In this unit, the children will learn that school closes for the summer. They will review appropriate seasonal activities and clothing. The children will help clean up the classroom.**

MAIN IDEAS:

1. School will close for the summer.
2. We do many different things in the summer.
3. We can help clean the classroom before we leave.
4. We will move to Older Playroom in the fall.

OBJECTIVES: Children will be able to:

1. Understand and state that school closes in the summer.
2. Talk about activities that are appropriate for summer.
3. Identify appropriate clothing for summer.
4. Follow the teacher's directions for cleaning the classroom.
5. Identify the room they will come to in the fall (the Older Playroom area).
6. State that they will have a different teacher in the fall.

UNIT 6. CLOSE OF SCHOOL

ROUTINES **ACTIVITIES**

GROUP

Make a large calendar of the summer months. Review the names of the months with the children. Ask students to tell you whether or not they will be in school during the summer. (Objective 1)

Use the calendar to point out the last day of school. Let students take turns marking off the days.

Discuss the characteristics and changes of the summer months (It is warmer; all the leaves are on the trees; it stays light longer). Ask the children to name things they will do in the summer. (Objective 2)

Ask children to compare and contrast their planned summer activities with the things they do in other seasons. (Objective 3)

Display pictures of various seasonal activities. Ask the children to identify the activity in each photo. Have each child select photos that show the activities he will be doing this summer. (Objective 2)

Select one photo of an activity in a different season. Ask the children to compare their summer activities with the activity in the photo. (Objective 3)

Ask each child to draw a picture of herself participating in an activity she plans to do this summer. (Objective 2) Then ask the child to dictate a sentence or short story to accompany the picture. (Objective 2)

Make a plan and a schedule for cleaning and organizing the classroom for summer. List all the jobs that need to be done (return library books, put toys, classroom supplies, and materials away). Let each child select one job. Help the children finish their jobs. (Objective 4)

Explain to the children that they must take their personal belongings home for the summer. Ask children to identify their things and put them together in a bag or box to take home. (Objective 5)

Discuss some of the changes that will occur in the fall. Tell each student where he will be going in the fall and explain that the class will have a different teacher. Then ask each child to identify where he will be in the fall and whether he will have a new teacher. (Objectives 6 and 7)

SNACK

Help students make lemonade or other fruit drink.

Let students freeze juice in an ice cube tray, then eat the ice cubes as "popsicles."

SMALL GROUP/ LANGUAGE:

Take a walk with the class. Ask students to look for signs of summer.

Let students collect flowers, leaves, etc., on their walk. If any children have collected shells, driftwood, or other materials from the beach, let them show the group.

If any children will be moving to a new classroom in the fall, take a walk to let the class visit the new room or teacher.

Explain that school will close soon and everyone has to help clean the classroom. List jobs for each student: washing tables, collecting library books, boxing materials. Have each student complete at least one job.

Make a set of alphabet cards. Have students practice drawing the letters. Display the letters in the classroom.

FREE CHOICE:

If possible, ask children to bring bathing suits one day and set up a wading pool or lawn sprinkler. If no pool or sprinkler is available, move the water table outside.

If you have a sandbox, provide sand toys and let children pretend they are at the beach.

Cut seasonal pictures from nature magazines. Provide glue and construction paper and let children make collages.

SPEECH/ AUDITORY TRAINING

When delegating classroom cleanup jobs, encourage children to practice listening for their names.

DEVELOPMENTAL LESSON PLAN: SCHOOL IS CLOSING

OBJECTIVE 1: **State that school will close for the summer.**

MAIN IDEA: School will finish in June.

MATERIALS:

Calendar showing all the days in June.
Playskool house or doll house.
Playskool figures or Flagg dolls.
Toy bus or other wheeled toy to represent a school bus.

PROCEDURES:

Show children a calendar for the year. Explain how a calendar is used to mark time. Point out that time is measured in several different ways--years, months, days, etc. Show that the calendar has pages for 12 months, with each month marked off into days.

Discuss calendars for several months. Point out special days--Christmas, birthdays, Thanksgiving, etc. Show the summer months--June, July, and August. Let children imitate your signs for those months, then sign them alone.

Turn to the calendar for June. Present the sign for June and encourage the children to sign it. Point out any of the children's birthdays that are in June. Then highlight the last day of school. Explain what you mean by "last day of school," and why this is also a special day. "School will close for the summer. Children have the summer months off. Sometimes people go on vacations in the summer."

Use the toy bus, house, and figures to dramatize the idea of school closing and children staying home for the summer. If possible, use one figure to represent each child in the group. Put each figure on the bus, drive the bus "home," and have the "child" get off. Explain that when school is closed, the children can stay at home or go somewhere besides school for the summer. Show each child eating dinner and going to bed, then getting up next morning and not going to school.

Discuss some things children might do over the summer--going to camp or to the baby sitter's house, taking swimming lessons, visiting grandmother, etc. Ask the children to name and sign again the three summer months, then to name and sign the month school closes.

PROCEDURES (Continued)

Continue with these procedures, making sure each child participates, until all the children understand they will stay at home when school closes. Ask them to name everyone in class who will stay home this summer. Reinforce the names of all the children, and make sure they can all state that school will close for the summer.

Display the June calendar in the classroom. Tell the children that they will mark off all the days until the end of school. Mark off the days that passed before you started this lesson. Then at the end of each school day, mark it off the calendar. Have the children count with you the number of days left until school closes.

Leave the bus, house, and figures in the play area for children to use on their own.

EVALUATION: Each child should state that school closes for the summer.

DEVELOPMENTAL LESSON PLAN: THINGS TO DO IN SUMMER

OBJECTIVE 2: **Identify appropriate activities for summer.**

MAIN IDEA: We do different things in different seasons.

MATERIALS: Photos or drawings of seasonal activities: playing baseball, swimming, biking, ice skating, flying kites, building a snowman, skiing in snow and on the water, raking leaves, gardening, etc.

A display of play or sports equipment (optional).

PROCEDURES: Explain that the class will look at pictures of summer activities. Have children imitate the sign for summer. Review facts about summer with the children: "In summer it is warm outside. The sun shines, and sometimes it rains. We can wear shorts and light shirts. We don't need coats, mittens, scarves, or boots."

Show pictures of various summer activities. Ask them to identify each activity and then discuss it. "Who likes to swim?" "Does anyone like riding a bike?" Have students mime the activities. Look at the sports and play equipment and talk about how it is used. Post the pictures of summer play on the bulletin board.

Follow similar procedures to introduce activities for the other seasons. Be sure to talk about the differences in weather, and the appropriate clothing for each season. Ask students which activities they like best for each season. Display photos of seasonal activities for the whole year and ask children to pick out the summer pictures.

Put small sports and play equipment in the play area. Let children use the equipment for seasonally appropriate games and activities. If a camera is available, photograph the children in seasonal activities throughout the year. The pictures will help children remember special times and the passing of the seasons, and can be used in subsequent years.

EVALUATION: Each child will identify at least two summer activities.

DEVELOPMENTAL LESSON PLAN: CLOSING UP THE CLASSROOM

OBJECTIVE 4: **Follow the teacher's directions to complete a task for cleaning the classroom.**

MATERIALS: Cardboard boxes
Puzzles, blocks, books, scissors, and other materials that are easy to pack in boxes.

PROCEDURES: Remind the children that school will soon close for the summer. If appropriate, have them look at the classroom calendar where they marked off the school days as they passed. Count together the number of school days left.

Explain that the classroom must be neat and clean before everyone leaves for the summer. Let the children know that they must help clean the room and put things away. Go around the classroom with a box. Choose objects like books that are easy to put in the box and store away.

Put several books in the box, then show the children where it will be stored.

Designate different boxes or storage areas for different kinds of classroom materials. Place a few of the objects where they belong so children can tell where they go. Make sure all the boxes or storage areas are within children's reach. Now tell the children to find objects that should be put away. Remind them which things go into which boxes, shelves, or other storage places. Let each child put away one or two things.

This cleanup drill may continue over several days, as needed. Emphasize the fact that the children had fun working and playing with the materials, but that they must be put away now. When the cleanup is finished, let children help you close and label the storage containers.

Provide a large shopping bag with handles for each child, or ask children to bring them from home. Help the children start collecting their own things--blankets, dolls, trucks, art work, etc.--and putting them in their bags to carry home.

EVALUATION: Each child should follow your instructions to help complete the task of cleaning the classroom.

EVALUATION: THINGS TO DO IN SUMMER

OBJECTIVE 2: Identify activities appropriate for summer.

MATERIALS: Photos or drawings of seasonal activities (e.g., playing baseball, swimming, biking, ice skating, sledding, flying a kite, building a snowman, raking leaves).

STRUCTURED PROCEDURES: Gather the children in a semicircle. Explain that you want them to name some activities that people do in the summer. Call on each child to name some activities.

Display the photos or drawings of seasonal activities. Have the children look at the photos/drawings and identify those that show summer activities. The children should point out and name the activities.

CRITERIA: Each child should identify at least two activities that are appropriate for summer.

EVALUATION: SUMMER CLOTHES

OBJECTIVE 3: **Identify clothing appropriate for summer.**

MATERIALS: Pictures of children from clothing catalogues wearing clothes for the various seasons.

Various items of summer, fall and winter clothing (e.g. mittens, scarves, shorts, boots, sandals, sundresses, windbreaker, wool hat).

STRUCTURED PROCEDURES: Display the pictures of children wearing clothing appropriate for each season. Have the children look at the pictures. Ask them to identify the pictures that show children in summer clothes.

CRITERIA: Each child should identify at least two pictures showing children wearing summer clothing.

PROCEDURES: Display the various items of summer, fall and winter clothing. Have the children look at each item and identify items of clothing that are appropriate for summer.

CRITERIA: Each child should identify at least two pieces of clothing appropriate for summer.

PROCEDURES: Gather the children in a semicircle. Explain that you want them to name some articles of clothing that people wear in the summer. Call on each child to identify articles of clothing.

CRITERIA: Each child should name at least two articles of clothing appropriate for summer.

EVALUATION: CLOSING THE CLASSROOM

OBJECTIVE 4: Follow the teacher's directions to complete a task for cleaning the classroom.

MATERIALS:
Cardboard boxes
Puzzles, blocks, books, scissors, and other materials that are easily packed in boxes.

STRUCTURED PROCEDURES: Display the cardboard storage boxes. Have at least one box for toys, one for books, and one for other supplies. Ask each child to pick up a toy or a crayon or a classroom book. Tell the child to put the object in the appropriate box. Continue until all the classroom items are packed for summer storage. Each child should put away at least one thing.

CRITERIA: Each child should follow your directions to collect classroom items and put them away.

UNSTRUCTURED PROCEDURES: During free play, create simple jobs for the children to do (wash the tables and chairs, take displays down from bulletin boards, return books to the library). Give step-by-step directions for the children to follow.

CRITERIA: Each child should follow your directions to complete a task for cleaning the classroom.

RESOURCES

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ________________________ **Date:** ____________

Dates Taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Understand and state that school closes in the summer.	1 2 3	____________
2. Talk about activities that are appropriate for summer.	1 2 3	____________
3. Identify appropriate clothing for summer.	1 2 3	____________
4. Follow the teacher's direction for cleaning the classroom	1 2 3	____________
5. Identify the room they will come to in the fall.	1 2 3	____________
6. State that they will have a different teacher in the fall.	1 2 3	____________

ADDITIONAL NOTES: ____________________________

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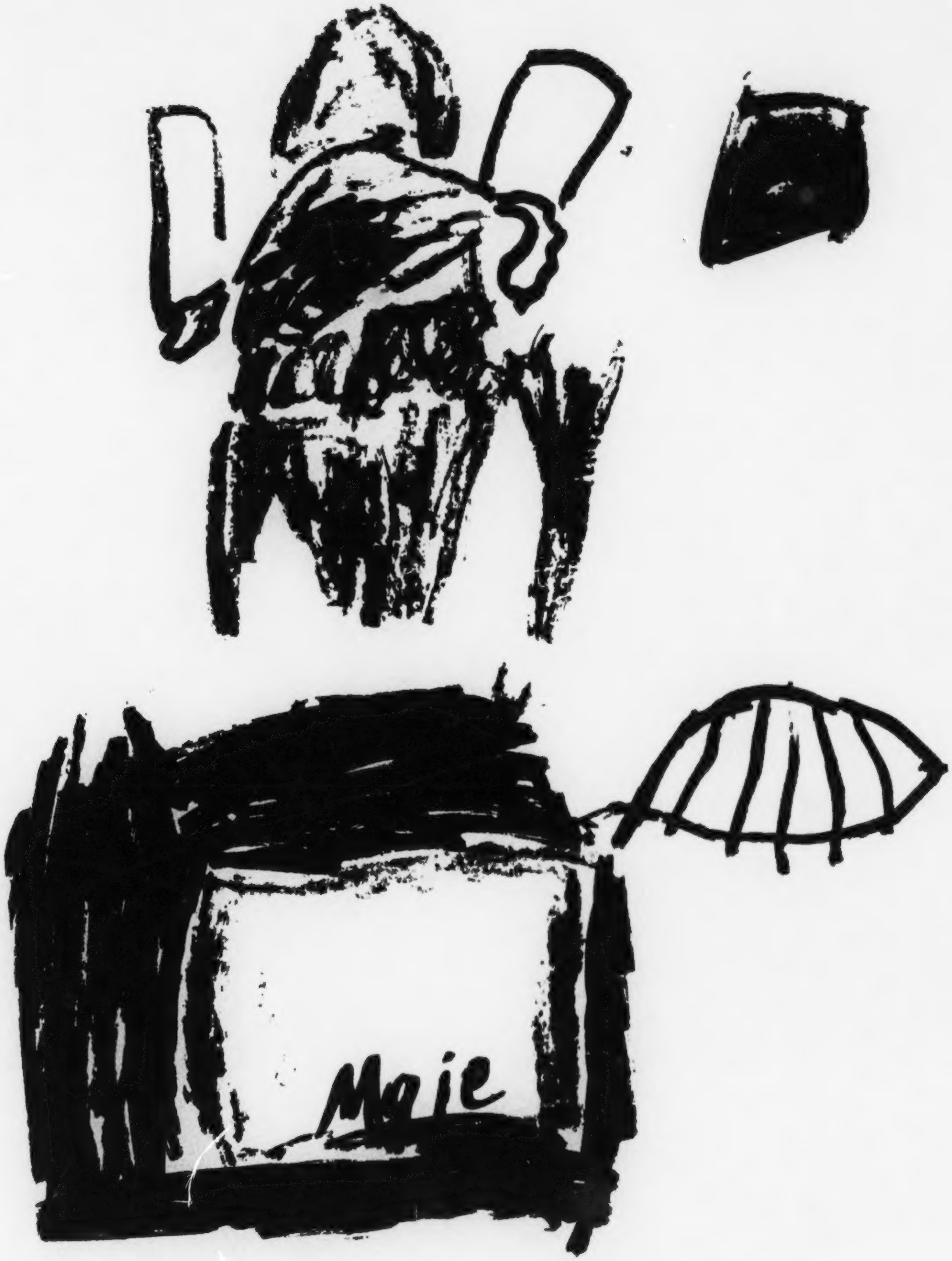

Maggie likes to draw people watching TV.

UNIT 1: BACK TO SCHOOL

OVERVIEW: In this unit, the children will learn about the school building, the daily schedule, and people who work in the school.

MAIN IDEAS:

1. We are now in Older Playroom.
2. Many people work at school.
3. We have a daily schedule in school.

ENTRY LEVEL BEHAVIORS: Each student should have completed most of the objectives from YPR 2, Unit 1 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify various routes around school by walking with or leading adults and classmates to appropriate areas.
2. Identify school personnel by their name signs.
3. Identify classroom rules.
4. Identify pictures of school personnel by their name signs.
5. Recognize classmates' names in print.
6. Match classmates' pictures to their printed first names.
7. Count the number of students in the class, and the quantities of supplies or materials needed for the students.
8. Sequence the events of the day on a picture schedule.
9. Dictate an account of a summer experience.

UNIT 1. BACK TO SCHOOL

ROUTINES	ACTIVITIES
GROUP	Gather the students in a group. Designate a student leader. Explain that the leader will guide the class to various school areas, using different routes. Ask the student leader to lead the class to the library, nurse's office, cafeteria, restrooms, and playground and then back to the classroom. Repeat the exercise with different student leaders. (Objective 1) Print students' first names on the board or on pieces of paper. Call on students to identify printed names, using the correct name signs. (Objective 5) Take a photo of each child. Print each student's first name on a name strip. Ask the students to match the photos to the printed first names. (Objective 6) Print each student's first name on a piece of paper. Call on students to identify the children who are in class today. Ask them to find the name tags for these students and post them on the board next to their pictures. (Objectives 5 & 6) Have students count the children in class. (Objective 7) Visit other teachers and school personnel (nurse, principal, secretary, etc.). Ask the adults to show the students their name signs and to talk about their work. Take pictures of each worker. Post the pictures in the classroom and have students identify the workers by name sign. (Objective 2) Explain the uses of the different areas in the classroom. Discuss classroom rules, then ask students to list the rules. (Objective 3) Draw pictures of various daily activities (roll call, art, snack time, nap). Have students cut out the pictures and paste them on a schedule in correct sequence. (Objective 8) Review some of the things students do at school (e.g., play with classmates, read and discuss stories). Ask children to tell you some of the things they do at home. Ask them to dictate personal experiences of things that happen at home (eating dinner with parents, watching TV, playing with brothers or sisters). (Objective 9) Print students' first names on name tags. Paste a picture of each student on construction paper. Have the students paste the name tags on the paper, matching the printed first names to the pictures. Tie the papers together for a "Classmate Book." (Objective 6)

SNACK TIME Print name tags for each student. Put a name tag on each chair at the table. Have one or two of the students show the other students to their seats. (Objective 5)

Seat the students at a table. Ask one student to count the students at the table. Ask another student to count the numbers of supplies needed (napkins, cups, plates, etc.). (Objective 7)

FREE CHOICE Put name tags and a "Classmate Photo Book" in the free choice area. When you see students looking at the book, ask them to match the name tags with the correct pictures. (Objective 5)

DEVELOPMENTAL LESSON PLAN: CLASSROOM RULES

OBJECTIVE 3: **Identify rules for your classroom.**

MAIN IDEA: We follow rules in our classroom.

MATERIALS:
Large sheet of paper or blackboard area labeled "Classroom Rules"
Markers
Several small toys or books
Boxes, other containers, or shelves

PROCEDURES: Gather students in a group to discuss classroom rules. Ask why people need rules. List the reasons for rules on a sheet of paper or on the board. Emphasize that rules are helpful to people. Rules can promote order, safety, and fairness and can make communications easier.

Tell students you want them to identify specific rules for their classroom. To help them begin, scatter some toys and books around the room. Tell the class that you were reading the books and playing with the toys. Now you are finished. What should you do? Should you leave the toys and books on the floor or on the tables? Should you put them somewhere else?

Explain that when people finish using toys, books, or other classroom materials they should put them away where they belong. Emphasize that putting things away is a helpful classroom rule. It promotes safety and order.

Let the children watch while you write this rule under the heading "Classroom Rules," e.g., "Put away toys, books, and other classroom materials when they are not in use." Then ask the children to help you put the toys and books away.

Gather the children in a group again and ask them to identify more classroom rules, such as "Don't interrupt when someone else is speaking." "Keep your hands to yourself." "Raise your hand if you have something to say." If necessary, ask questions or dramatize classroom behavior to help the children identify rules and add them to the list.

After all of the classroom rules have been identified, read the list to the children. Keep the "Classroom Rules" list prominently displayed in class.

EVALUATION: Each child should identify classroom rules.

DEVELOPMENTAL LESSON PLAN: SCHOOL WORKERS

OBJECTIVE 4 **Identify pictures of school personnel by their name signs.**

MAIN IDEA: People in school have names and specific jobs.

MATERIALS: Camera and film

PROCEDURES: Explain to the children that everyone in school has a specific name, name sign, and job. Call on a child to give you a name sign. Show photos of familiar teachers and ask the children to identify them using their name signs. Explain that these are all pictures of teachers at school. If no child knows the correct name sign for a particular teacher, identify the teacher for them, use the correct name sign, and ask the children to imitate the name sign. Make sure the children know what teachers do.

Tell the children that other people also work at school, and that these people also help them. Some of the other workers at school are the nurse, the principal, and the librarian. Tell the children that they are going to visit some of those people. Show them the camera and explain that when they visit these school workers, you will take their pictures.

Visit as many school workers as possible. During each visit, introduce the worker. Ask the workers to show the children their name signs and tell the children about their work. Children should imitate each person's name sign. If appropriate, children may also learn the sign for the worker's occupation. Take a picture of each worker.

Use a Polaroid camera or have the photos developed as soon as possible. In class, display the photos of school workers. Call on individual children to identify the workers by name signs and to describe what they do.

EVALUATION: Each child should identify school workers by name sign.

CONCLUDING LESSON PLAN: DICTATING STORIES

OBJECTIVE 9: **Dictate an account of a summer experience.**

MAIN IDEA: We can write stories about our summer activities.

MATERIALS:
Drawing paper
Crayons and markers

PROCEDURES: Tell students that you want them to think about some of the things they did over the summer. Tell them that you want them to "dictate" or tell you about some of their summer activities so you can write the stories down.

To help children get started, talk about an activity or experience you had during the summer, or read the group a book about a child's summer activities. Draw pictures of your summer, or show illustrations from the book.

Then give each child a large piece of drawing paper and crayons or markers. Ask the children to draw pictures of their summer activities. Again, provide some ideas and suggestions about summer activities they may want to draw and tell about. "Did you go to the beach? To visit your grandparents? To camp? Did you stay home and play with your friends at the pool or the playground?"

When the children have finished their drawings, ask each child to "dictate" a story, or tell you about the picture. Encourage them to describe their pictures, give you a sequence of events, and identify other people who were involved. Ask whether they would like to do the same activities again. Print the children's stories at the bottoms of their drawings. Display the stories in the classroom.

EVALUATION: Each child should dictate an account of a summer experience.

EVALUATION: CLASSROOM RULES

OBJECTIVE 3: **Identify rules for your classroom.**

STRUCTURED PROCEDURES: Gather the children in a semicircle. Explain that you want to be sure they know the classroom rules. Call on each child to tell you one classroom rule. Continue with this procedure until all rules are identified and each child has identified at least two rules.

CRITERIA: Each child should identify at least two classroom rules.

UNSTRUCTURED PROCEDURES: During various classroom routines, ask students to identify appropriate classroom rules. For example, while students line up to go to another area, ask them to identify the rules they should follow (i.e., no pushing, no cutting into line).

Any time during the day when children follow or ignore specific rules, ask them what they did or did not do correctly. Be sure each child can identify classroom rules that have been followed or broken.

CRITERIA: Each child should identify two classroom rules.

EVALUATION: SCHOOL WORKERS

OBJECTIVE 4: **Identify pictures of school personnel by their name signs.**

MATERIALS: Color photos of school personnel: teachers, principal, school nurse, bus driver, etc.

STRUCTURED PROCEDURES: Gather students in a semicircle. Explain that you will display photos of people who work in school and that you want them to identify each person by name sign. Hold up one photo and ask "Who?" "Whose picture?" "Who is this?" Call on one student to answer. If the student does not have the answer, ask the next child in the circle. Continue until each child has identified two school workers. Repeat if necessary.

CRITERIA: Each student should identify at least two school workers by their name signs.

UNSTRUCTURED Make a bulletin board or an album labeled "Workers at School." Display employees' photos on the board or in the album. During an unstructured time of the day or whenever the children show interest in the photos, ask them to identify the people.

CRITERIA: Each student should identify at least two school workers by name signs.

EVALUATION: THE DAILY SCHEDULE

OBJECTIVE 8: Arrange the routine events of the day in sequence on a picture schedule.

MATERIALS: Drawings or photos of children involved in activities of the daily schedule (e.g., snack time, bathroom time, library, hearing aid check, language group, etc.).
Slot chart or tag board
Tape

STRUCTURED PROCEDURES: Gather students in a group. Hold up one photo of a daily activity. Have the children discuss what they see in the picture, and name the activity. When the photo is correctly identified, ask one child to put it in the correct space on the tag or slot board. Continue with the same child and the rest of the pictures until the child has placed each photo correctly on the daily schedule.

Repeat the procedure with the rest of the children, until each child has put all the daily activities in sequence.

CRITERIA: Each child should sequence correctly at least 70 percent of the events of the daily schedule.

RESOURCES

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Cohen, M., The New Teacher. NY: Macmillan Publishing Co., 1967.

Crews, D., School Bus. NY: Greenwillow Books, 1984.

Delton, J., The New Girl at School. NY: E.P. Dutton and Co., Inc., 1979.

Gross, A., The I Don't Want to Go to School Book. Chicago, IL: Children's Press, 1982.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify various routes around school by walking with or leading adults and classmates to appropriate areas.	1 2 3	____________________
2. Identify school personnel by their name signs.	1 2 3	____________________
3. Identify classroom rules.	1 2 3	____________________
4. Identify pictures of school personnel by their name signs.	1 2 3	____________________
5. Recognize classmates' names in print.	1 2 3	____________________
6. Match classmates' pictures to their printed first names.	1 2 3	____________________
7. Count the number of students in the class, and quantities of supplies needed.	1 2 3	____________________
8. Sequence the events of the day on a picture schedule.	1 2 3	____________________
9. Dictate an account of a summer experience.	1 2 3	____________________

ADDITIONAL NOTES:

UNIT 2: GETTING TO KNOW MYSELF AND OTHERS

OVERVIEW: **In this unit, the children will learn about their classmates' personal characteristics. They will compare similarities and differences between themselves and others.**

MAIN IDEAS:

1. Our bodies have many parts and can do many things.
2. I am like my classmates in many ways.
3. I am different from my classmates in some ways.
4. Some people are deaf; some people are hearing.
5. We use our senses to learn about things.

ENTRY LEVEL BEHAVIORS: Each student should have completed most of the objectives from YPR 2, Unit 2 before beginning this unit.

OBJECTIVES: Students will be able to:

1. Identify major body parts of themselves and others by responding to the question, "Where is ____?"
2. Describe the functions of body parts: "I write with my hand;" "I kick with my foot;"
3. Identify the senses associated with body parts: "I see with my eyes;" "I smell with my nose;" etc.
4. Group people with similar characteristics: sex, age, height, etc.
5. Interpret information on personal characteristics as presented in graph form: sex, age, eye color, etc.
6. Identify themselves as deaf or hearing.
7. Demonstrate appropriate ways to get the attention of other people, deaf or hearing.
8. Share information about themselves through language.
9. Fingerspell their own names and the names of others.
10. Use their five senses to compare:
    - big/small
    - more/less
    - hot/cold
    - fast/slow
    - dark/bright
    - rough/smooth
    - hard/soft
    - sour/sweet
    - different smells
    - loud/quiet
11. Select their favorite foods, colors, or games from a selection of these categories.
12. Imitate facial expressions that show various emotions.
13. Identify emotions (happy, sad, angry) in a role-play or classroom situation.
14. Identify their own birth months.

UNIT 2. GETTING TO KNOW MYSELF AND OTHERS

ROUTINES ACTIVITIES

GROUP ACTIVITIES

Seat the children in a semicircle. Tell them that they will identify different parts of their bodies. Call on individual students to answer questions: "Where is your arm?" "Where is Mary's foot?" "Where is Jim's nose?" (Objective 1) As the children identify body parts, ask them to describe their functions. (Objective 2)

Display a large picture of a person. Name various body parts and have the children find them in the picture. (Objective 1) Ask the children to describe the functions of the parts they find. (Objective 2)

Discuss the five senses: sight, hearing, touch, taste, smell. Have children "look for" hidden objects, touch various textures, and taste and smell different foods. Then ask them to name the body parts associated with each of the senses. "I see with my (eyes);" "I taste with my (tongue);" etc. (Objective 3)

Ask children to stand in line. Call on one child to group the others by sex. Seat children in a semicircle and ask them to tell their ages. As children give their ages, have one student sort them into age groups. Ask other students to group the children by hair color, eye color, height, etc. (Objective 4)

Trace each child's outline on a large sheet of paper. Write the child's name on the tracing and cut it out. Ask children to sort all the tracings by height. (Objective 4) Prepare a graph that shows each child's sex, age, and height; hair, eye, and skin color. (Objective 5)

With children in a semicircle, ask each child whether he is deaf or hearing. (Objective 6) Then ask students to demonstrate different ways to get the attention of other people, deaf or hearing. (Objective 7).

Pass out paper and crayons and ask children to draw pictures of themselves that will tell something about them. Possibilities might include a self portrait, a child engaged in a favorite activity, or a child with her family.

Seat children in a circle. Ask each child to fingerspell his own name and the name of the child to his left. Continue until each child has had a turn. (Objective 9) For more practice, have them fingerspell the names of children on each side, or rearrange the circle and start over.

GROUP
(continued)

Ask each child questions about himself: "What color is your hair?" "What color are your eyes?" etc. Show children how to make stick puppets that look like themselves. Cut circles of paper for heads and glue them to popsicle sticks. Set out yarn, markers, glue, more popsicle sticks for arms, and legs. (Objective 8)

Display a variety of materials and let children compare them, using their senses.
basketball/tennis ball (large/small)
ice cube/hair dryer (cold/hot)
pillow/rock (soft/hard)
large book/feather (heavy/light)
full cup/half-empty cup (more/less)
banana/pickle (sweet/sour)

Display several colors of construction paper. Let children choose their favorite colors. Follow the same procedure for favorite foods, games, etc. (Objective 11)

Show illustrations of faces with a variety of expressions. Ask children to imitate the expressions. (Objective 12)

With children seated in a semicircle, make a face that expresses a given emotion. Ask one child to imitate your expression, then call on a classmate to imitate her. Continue until all the children have had turns. Play again, expressing a variety of emotions. (Objectives 12, 13)

Prepare short role-plays focusing on the emotions of happiness, sadness, and anger. (Happy children at a birthday party; a child who has lost his favorite toy; a child who must clean her room before she can go out to play.) Let children act out the role-plays, then call on classmates to describe what happened and how the children are feeling. (Objective 13)

Seat children in a semicircle. Show a large calendar with all the months of the year clearly visible. Ask the children to name the months in which they were born. Write all the children's names in the appropriate months on the calendar. (Objective 14).

DEVELOPMENTAL LESSON: MY CLASSMATES AND I

OBJECTIVE 4: **Interpret information on personal characteristics presented in graph form.**

MAIN IDEA: I am like my classmates and different from my classmates.

MATERIALS: Color photos of each student
Large sheets of drawing paper, glue or tape

PROCEDURES: Post the drawing paper where children can see it. Divide the paper into columns. Decide which personal traits you want to graph--hair color, for example. Create a column for each possibility: black, brown, blonde, and possibly red hair. You might also illustrate each characteristic at the top of each column.

Show the children how to chart their own characteristics. Ask children with black hair to tape their photos in the black hair column, and repeat for the other colors.

When all the children have taped their photos to the chart, ask them to see what the chart tells them. Show that they can count the children with each hair color, and who they are. Have the group count all the children in the black hair column. Then ask individual children to count the photos in the other columns.

Make sure all the children understand how to use the chart. Ask them individually to identify the hair color of various classmates from the chart.

Create additional charts to show other characteristics--eye color, ages, height, etc. When the charts are complete, each one will present information about the class, such as how many children are in each category, who they are, how many boys, and how many girls.

EVALUATION: Each child should interpret graphed information on personal characteristics.

DEVELOPMENTAL LESSON: MY FAVORITE THINGS

OBJECTIVE 11: **Select favorite foods, colors, or games from a group of choices.**

MAIN IDEA: I have favorite things.

MATERIALS: Foods or pictures of foods: apples, pears, oranges, crackers, peanut butter, hot dogs, etc.
Color squares or blocks
Selection of children's games.

PROCEDURES: Seat the children in a semicircle. Explain that everyone has favorite things: toys, foods, stories, songs, etc. Talk about some of your favorite things: "My favorite color is red. What is yours?" "My favorite game is tennis." Explain that today the children will have a chance to choose some of their own favorite things.

Display the color squares or blocks on the table. Ask students to identify the colors. Select your favorite color from the group, then ask children to take turns selecting theirs. Make it clear that they may choose the same color as someone else, if that is the one they like best. List everyone's favorite color on the board.

Follow the same steps to select favorite foods and games. Again, list everyone's favorite on the board. When the selection process is over, review the students' choices and make comparisons. Count how many children prefer the color purple or whose favorite food is peanut butter.

EVALUATION: Each child should select a favorite color, food, and game.

LESSON PLAN: EMOTIONS

OBJECTIVE 13: **Identify emotions--happiness, sadness, and anger--in a role-play or classroom situation.**

MAIN IDEA: We can express the way we feel.

MATERIALS:
Hand mirror
Illustrations of happy, sad, and angry faces.
Appropriate props for role plays.

PROCEDURES: Before starting the lesson, prepare short role plays, each focusing on one emotion. Display the pictures of happy, sad, and angry faces. Ask the students to identify the emotions shown, and try to explain why the children in each picture feel as they do.

Then ask students to name some of the things that make them happy, angry, or sad. Have them look in the mirror and imitate the expressions they see in the pictures. Make sure they know the signs for happy, sad, and angry people (smiling, crying, frowning, etc.).

Explain that the class will do role plays about people with different emotions. The help them complete the role-plays. For example, they might role-play a birthday party. Decorate the room with balloons and streamers. Sing/sign "Happy Birthday." Let one student be the birthday child and blow out candles on a cake. At the end of the role play, ask students to identify the feelings expressed by the birthday child, the party guests, and other characters.

Set up additional role plays to express sadness and anger. Again, have students identify the emotions expressed by the characters in the role play.

EVALUATION: Each child should identify the emotions of happiness, sadness, and anger in role-play situations.

EVALUATION: WHAT DOES IT DO?

OBJECTIVE 2: **Describe the functions of body parts.**

STRUCTURED PROCEDURES: Gather students in a semicircle. Explain that you want them to tell you the functions of different parts of the body. Ask one student to tell you what her eyes do. Ask another to tell you what feet are for. Follow this procedure to review the functions of the following body parts:

Arms	to carry things
Legs	to walk
Hands	to hold things, to sign
Nose	to smell
Mouth	to eat, to speak
Fingers	to touch, to hold things
Tongue	to taste, to speak
Ears	to hear

CRITERIA: Each child should tell you the functions of at least two body parts.

EVALUATION: MY SENSES AND MY BODY

OBJECTIVE 3: **Identify the senses associated with body parts.**

MATERIALS: Illustrations of eyes, nose, mouth and tongue, ears, hands, etc. Post the drawings on the wall or bulletin board so students can see them.

STRUCTURED PROCEDURES: Have students look at pictures of eyes, nose, ears, hands, mouth and tongue. As you point to each picture, ask a student describe the function or senses associated with it. ("I see with my eyes." "I smell with my nose." "I taste with my tongue." "I hear with my ears." "I feel with my hands.")

CRITERIA: Each child should describe one function for each body part.

EVALUATION: MY CLASSMATES AND I

OBJECTIVE 5: **Interpret information on personal characteristics presented in graph form.**

MATERIALS: A photo of each student in class.
Large sheet of paper for pictograph chart.
Tape or glue.

STRUCTURED PROCEDURES: Gather students in a group. Decide which personal traits you will focus on first--probably hair color.

Mark the chart paper into three or four columns for hair color: black, brown, blonde, and possibly red. Color an area at the top to show the hair color for each column. Ask the children with black hair to raise their hands, then come up and paste their photos in the "black hair" column. Follow the same procedure for the rest of the colors.

When the chart is complete, ask students to count the children whose pictures are in each of the columns.

Make additional pictographs for gender, eye and skin color, age, and height, as desired.

CRITERIA: Each child should give appropriate answers to questions about information on the pictograph.

UNSTRUCTURED PROCEDURES: Set up the pictographs in the free play area or wherever children will see them often. During play time, ask individual children to look at the graphs and tell you about them. "How many boys are there in our class?" "How many children in class have brown eyes?"

CRITERIA: Students should be able to provide correct information from the pictographs at least 50 percent of the time.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify major body parts of themselves and others in response to the question, "Where is ____?"	1 2 3	____________________
2. Describe functions of body parts.	1 2 3	____________________
3. Identify the senses associated with body parts.	1 2 3	____________________
4. Group people with similar characteristics.	1 2 3	____________________
5. Interpret information on personal characteristics as presented in graph form.	1 2 3	____________________
6. Identify themselves as deaf or hearing.	1 2 3	____________________
7. Demonstrate appropriate ways to get the attention of other people, deaf or hearing.	1 2 3	____________________
8. Share information about themselves through language.	1 2 3	____________________
9. Fingerspell their own names and the names of others.	1 2 3	____________________

10. Use their five senses to compare size, texture, taste, noise, smell, temperature, color, etc. 1 2 3 ______

11. Select favorite foods, games, or colors from a selection. 1 2 3 ______

12. Imitate facial expressions that show various emotions. 1 2 3 ______

13. Identify emotions (happy, sad, angry) in a role-play or classroom situations. 1 2 3 ______

14. Identify their own birth months. 1 2 3 ______

ADDITIONAL NOTES: ______

UNIT 3: IN OUR FAMILIES

OVERVIEW: In this unit, the children will learn to identify family members and things they like to do with their families. They will also compare a variety of animal families.

MAIN IDEAS:

1. There are many different people in our families.
2. People live in many different kinds of families.
3. We have special jobs to do in our families.
4. There are many kinds of animal families.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from YPR 2, Unit 3 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify members of their extended families (aunts, uncles, grandparents, etc.) by name and relationship.
2. Identify their own responsibilities at home.
3. Distinguish among infants, children, and adults.
4. Compare and contrast their own and classmates' families.
5. List ways animal mothers care for their young (feeding, washing, etc.).

UNIT 3. IN OUR FAMILIES

ROUTINES	ACTIVITIES
GROUP ACTIVITIES:	Review the concept of family. Using students' family pictures, identify different family members by relationship (mother, father, sister, brother, etc.). Count the people in each family. Compare family sizes and structures. (Objective 4) Discuss the idea of "extended family." Explain that some family members are more distantly related and may not live in the same place. Show films and filmstrips; read books to reinforce this concept. (Objective 1) Have children draw portraits of their extended families. Help them label each person, and use the portraits to compare families. (Objective 1) Make a family pictograph. Have students decorate paper dolls to represent all their family members. Arrange dolls in families on chart paper for display. Discuss similarities and differences between families. (Objective 4) Discuss the concept of family names, then help students match their printed first and last names. If appropriate, use as a practice activity for speech and auditory training. Practice fingerspelling first and last names during circle time. Ask students to bring in personal items that belong to their parents (with permission, of course). Use for role play. Show pictures, read books, show films and filmstrips about families in various cultures. Compare and contrast cultures. Explore students' backgrounds, if possible. (Objective 4) Discuss stages of development related to family. (Who has a baby in the family? Who are the adults? Who are the children?) (Objective 3) Ask students to bring in baby pictures of themselves. Have them compare their current selves to themselves as babies--how they look, what they can do, etc. Post baby pictures in the classroom and have students try to identify each classmate in his or her baby picture. (Objective 3) Introduce various kinds of animal homes, such as nests, doghouses, beehives, etc. Also include human homes--houses, apartments, farms, townhouses, cottages, etc. Use the following resources: students' photos, picture sets, books and magazines, films and filmstrips, models.

GROUP
(continued)

Display pictures or models of homes. Discuss in class whether each is a home for people or animals, and who or what might live there. Take a field trip to at least one house--visits to different kinds of homes are ideal.

During visits, discuss the rooms and their functions. Ask students to list and describe furnishings for each room.

Compare homes in your neighborhood with those of other cultures: thatched houses, mountain chalets, igloos, tents. Show a bird's nest or other animal home and ask children whose home it is. Examine the structure, noting materials used.

Examine other animal homes in pictures or models. Note the various habitats in which animals can live--underground, in forests and jungles, in the water, etc. Set up an aquarium or terrarium in the classroom.

Plan visits to a zoo or pet store. Point out that some animals can be tamed, and live with people as pets. Other animals cannot usually be tamed. Some wild animals are kept in zoos so people can see and study them.

If you have a pet, tell the class about it. Ask students who have pets to bring in pictures and talk about their pets. Students who do not have pets can bring in favorite stuffed animals.

Make lists of good animal pets, and of zoo animals that are not usually kept as pets. Make a chart of students who have pets, the kinds of pets they have, and those who do not have pets. Then visit the zoo or pet store.

Help students prepare a dictation story about "Our Pets."

Bring pet care equipment to class: leash, pet dish, food, whatever is available. Discuss how the things are used. Let students role-play using the equipment to care for pets.

Talk about what students do to care for their own pets.

FREE CHOICE

Keep books about families, homes, animals, and pets in the classroom.

Set up a housekeeping area and a dollhouse with furniture.

Make up a game of matching animals and their homes.

Set up a tape recorder with tapes of animal sounds. Put the recorder in the listening area. Keep pictures of animals nearby to help students identify the sounds.

DEVELOPMENTAL LESSON: FAMILY TREES

OBJECTIVE 1: **Identify extended family members by name and relationship.**

MAIN IDEA: There are many different people in our families.

MATERIALS:

Photos of your own extended family.
Photos of students' extended families.
One outline of a tree for each child, precut or drawn on construction paper.
Sample "leaves" cut from construction paper, large enough to print names on.
Glue, tape, markers, etc.

PROCEDURES:

Prepare a model family tree using your own family members. Write the words mother and father, and the names of your brothers and sisters, aunts, uncles, grandparents, and other relatives on separate leaves. Glue the leaves to the branches and write your family name on the trunk.

Show photos of your extended family members. Give names and relationships for each of the photos. Be sure children understand such relationships as grandparents, aunts, uncles, and cousins.

Display one child's family photos. Ask him to identify the members of his extended family by name and relationship. Continue until all the children have shown their photos and talked about their families.

Display your family tree. Point out how all the leaves have names of family members. You may want to print a name on one leaf and glue it in place to demonstrate. Explain that the class will make family trees like yours.

Distribute the materials. Help children trace the leaf patterns on their construction paper, cut out the leaves, and write names on them. Remind them to make enough leaves for everyone in the family. "Judy, remember you need leaves for your Mom and Dad, your brother Ben, both grandmothers, your grandpa, one uncle, two aunts, and yourself. That's ten people, so how many leaves? Ten! That's right!"

When all the leaves have names, help each child paste them on the branches. Then print the child's family name on the trunk, and "Family Tree" at the bottom.

EVALUATION: When all the trees are finished, display them in class. Each child should identify several extended family members by their names and relationships.

DEVELOPMENTAL LESSON: FAMILY PICTURES

OBJECTIVE 1: **Compare and contrast your own and classmates' families.**

MAIN IDEA: There are many different kinds of families.

MATERIALS: Photos of students' extended families. Ask parents to write the names of family members on the backs of photos.
Empty photo album. Print "Our Families" on the cover.

PROCEDURES: Collect family photos and decide the order in which you will introduce and discuss students' families.

Display the photo album. Point out the words on the cover. Explain that everyone will show their family pictures to the class, then all the pictures will be collected in the album. Explain that all families are different. Some have only two members; others may have 10 or 11. Some children have many sisters and brothers; others have no siblings at all. Sometimes grandparents or other extended family members live with the family. Some grandparents and even parents live somewhere else, even in other cities.

Call on the first student to sit beside you and show her family pictures to the class. If necessary, help her identify all her family members. Summarize the information about her family--how many people, their names, etc. Then ask the child to place the photo in the album. Repeat for all the students and their photos.

After all the families have been identified, and the pictures are all in the album, call on individual children for information about the various families. "Sandy has two brothers. Does Jason have any brothers?" "Paul's grandmother lives with her family. Where do Lisa's grandparents live?"

Keep the album in the classroom so students can look through it whenever they like.

EVALUATION: Students should be able to identify their own family members and compare and contrast their own and classmates' families.

DEVELOPMENTAL LESSON: ANIMALS AND THEIR BABIES

OBJECTIVE 1: **List ways animal parents care for their young (feeding, washing, protecting, etc.).**

MAIN IDEA: Many animals care for their young.

MATERIALS: Photos or illustrations of various mature animals caring for their young. Include pictures of human fathers caring for their children.

PROCEDURES: Start by talking about the students when they were babies. Explain that new babies cannot walk or talk or take care if themselves. Their mothers and fathers take care of them. Show pictures of parents taking care of their babies. Discuss some of the things parents do for babies--feeding, dressing, bathing, etc. If appropriate, let children draw pictures of their mothers and fathers caring for them as babies.

Show pictures of an animal mother feeding her child. Have the students identify the animals in the picture. Ask one student to tell the group how the mother cares for her baby. Explain that feeding is one important thing animals do for their young, and that they care for them in other ways, too.

If possible, show and discuss pictures of a mother cat washing her kittens, a bear protecting its cubs, birds bringing food for their babies, a duck building a nest for her eggs, a kangaroo carrying her baby in her pouch, a young monkey clinging to its mother. Also show pictures of mature animals teaching their young--a duck showing ducklings how to paddle in water, a lion teaching cubs to hunt, etc. For each picture, call on a student to identify the animals and describe how the older animal cares for the young.

If your school has a pet with babies, or there is a petting zoo in your area, let the students watch mothers and their young together. Ask children to list some of the things older animals do for their babies.

EVALUATION: Each child should name at least two things animal parents do to care for their babies.

EVALUATION: JOBS AT HOME

OBJECTIVE 2: Identify personal responsibilities at home.

STRUCTURED PROCEDURES: Gather students in a group. Ask, "Who helps Mommy and Daddy at home?" or "Who has a job at home?" Ask children who respond to tell you about their jobs or responsibilities at home. (If children begin to repeat each others' answers, continue the evaluation at another time.)

CRITERIA: Each child should identify at least one or two personal jobs or responsibilities at home.

EVALUATION: FAMILY PICTURES

OBJECTIVE 4: **Compare and contrast your own and classmates' families.**

STRUCTURED PROCEDURES: Ask each child to compare and contrast two or more family photos for the following kinds of information:

- The number of family members.
- The number of boys in each family.
- The number of girls in each family.
- The kinds and numbers of family pets.

CRITERIA: Each child should compare and contrast at least two classmates' families.

EVALUATION: ANIMALS AND THEIR BABIES

OBJECTIVE 5: **List ways animal parents care for their young.**

MATERIALS: Simple pictures of different kinds of animal parents and babies (birds, cars, lions, kangaroos, etc.) The pictures should not show the mature animals caring for their young.

STRUCTURED PROCEDURES: Display pictures on a bulletin board or table where the children can see them. Ask children individually or in a group how animal parents care for their young. Point to specific pictures and ask how this animal might care for its babies.

CRITERIA: Children should list at least two ways in which animals care for their young.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________ **Date:** ____________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
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OBJECTIVES	CRITERIA	COMMENTS
1. Identify members of their extended families by name and relationship.	1 2 3	____________
2. Identify their own responsibilities at home.	1 2 3	____________
3. Distinguish among infants, children, and adults.	1 2 3	____________
4. Compare and contrast their own and classmates' families.	1 2 3	____________
5. List ways animal mothers care for their young.	1 2 3	____________

ADDITIONAL NOTES: ____________________________________

UNIT 4: OUR HOMES AND NEIGHBORHOODS

OVERVIEW: **In this unit, the children will learn about various types of homes and the different people, buildings and places in a neighborhood.**

MAIN IDEAS:

1. People live in different types of homes.
2. A neighborhood is an area where people live.
3. A neighborhood has people, buildings, and recreational areas.
4. We can do many things in our neighborhood.
5. Animals live in different types of homes.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from YPR 2, Unit 4 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify the rooms of a house.
2. Identify different types of homes (house, townhouse, apartment, etc.).
3. Identify the homes of classmates.
4. Identify people who work in the neighborhood (police officers, doctors, fire fighters, nurses, etc.).
5. Identify various neighborhood buildings and places (firehouse, hospital, library, grocery store).
6. Construct buildings and a neighborhood using a variety of materials.
7. Dictate a story about a trip in the neighborhood.
8. Identify where various animals live (on land, in trees, in the water, etc.) and describe different animal homes.

UNIT 4: OUR HOMES AND NEIGHBORHOODS

ROUTINES **ACTIVITIES**

GROUP ACTIVITIES:

Introduce the concept of neighborhood as a place to live, with people, buildings, and recreational areas. Show pictures of a variety of different neighborhoods. Point out different types of houses and neighborhood buildings. Ask the children to identify different kinds of houses and buildings. (Obj. 2 & 5)

Take a walk around the school neighborhood. Help children identify various buildings, places, and workers (fire station/ fire fighter, park/ranger, store/clerk, police station/ police officer). (Objectives 4 & 5)

When the students return to the classroom, help them dictate a story about their trip around the neighborhood. (Obj. 5)

On your walk around the school neighborhood, be sure the children notice how the various buildings look. Back in the classroom, tell students that they will make a mural of the school neighborhood. Use large butcher paper and crayons. Draw in the school. Then ask students to name some of the buildings they saw on their walk. Have students draw the buildings on the mural. (Objective 5)

Provide wooden or plastic blocks. Ask children to use the blocks to make a building, then a neighborhood of several buildings. (Objective 6) Have them identify the buildings. (Objective 5)

If available, include small vehicles or figures of community workers in the neighborhood (ambulances, fire trucks, police officers) and ask students to identify them. (Objective 4)

Display pictures of community helpers (police officer, fire fighter, mail carrier, nurse, etc.). Ask the children to identify each worker. (Objective 4)

Take a field trip to various neighborhood places where people work (police station, hospital, library, etc.). Ask students to identify the buildings and the workers. (Objectives 4 & 5) If appropriate, ask workers to talk about their jobs.

When students return to the classroom, help them dictate a story about their field trip. (Objective 7) Write the story on a large piece of paper and let students illustrate it. Make books for students to take home. Use the field trip story and illustrations, with colorful paper for the cover.

GROUP
(continued)

Take pictures on each field trip, then use them to make a neighborhood scrap book. The scrap book can be kept in the reading area with the other books.

Ask children to bring in photos of their houses. Have them show the photos in class and tell the class about their homes. Display the photos on a bulletin board, and ask the students to identify each other's houses. (Objective 3)

Gather the children around a doll house. Ask them to identify various rooms in the house. (Objective 1) As each room is identified, discuss its main functions.

Invite community workers to visit your class and discuss their work. If appropriate, ask them to wear their uniforms. Ask the children to identify each worker and explain what they do. (Objective 4)

Display pictures of familiar animal homes (bird's nest, dog house, etc.). Ask students to describe the homes. Then show pictures of other animals--whale, squirrel, rabbit, etc.--and ask children to identify where these animals live. (Objective 8)

Take pictures of various neighborhood buildings, places and workers. Ask students to identify each building or worker. (Objectives 4 & 5) Have children paste the pictures in an "Our School Neighborhood" book. Label the pictures. Keep the book in the reading or free choice area and encourage the children to look through it.

**FREE CHOICE/
PLAY**

Keep hats and costumes for community helpers in the housekeeping area for role-playing. Let students dress up in the costumes and tell you "who they are." (Objective 4)

Set up a class post office using stickers for stamps. Have the students write letters (draw pictures) to each other, buy stamps, and mail them at the post office. Let students take turns role-playing letter carriers and postal clerks.

Each week, set up a different community area, such as a hospital, grocery store, school, etc.

DEVELOPMENTAL LESSON PLAN: NEIGHBORHOOD HELPERS

OBJECTIVE 4: Identify people who work in the neighborhood.

MAIN IDEA: Many people work in our neighborhood.

MATERIALS:
White paper plates
Photos or illustrations of neighborhood workers
Tongue depressors or popsicle sticks
Stapler or glue

PROCEDURES: Before starting the lesson, use construction paper to make hats representing neighborhood workers: police officer, mail carrier, doctor, nurse, fire fighter, etc.

Cut the center circles out of several paper plates. Attach popsicle sticks or tongue depressors for handles.

Gather the children around a table. Select a picture of one community worker, and show it to the children. Ask them to name the worker. Discuss what the worker does and how this is helpful to the neighborhood. Have the children study the worker's uniform or other distinguishing gear and describe how the worker looks.

Designate one child to role-play the worker. Show the child how to make a uniform by attaching the appropriate hat to a paper plate mask. Spread out all the hats and let the child pick the right one. Then help him glue the hat to the top of the mask (see illustration).

Ask each child to hold a mask in front of her face and pretend she is a neighborhood worker. Ask questions about the worker and her job and how she helps the neighborhood. Continue until each child has identified a worker's hat, created a mask, and role-played the worker. After the activity, leave all the masks in the free choice area.

EVALUATION: Hold up the finished masks and call on each child to identify the workers they represent.

DEVELOPMENTAL LESSON PLAN: NEIGHBORHOOD PLACES

OBJECTIVE 5: Identify various neighborhood places (e.g., fire station, park, library, grocery store.

MAIN IDEA: There are many different places in our neighborhood.

MATERIALS: Camera and film to take pictures in the neighborhood (if not available, use illustrations from books and magazines).
Construction paper, tape, glue

PROCEDURES: Plan a walking tour of the neighborhood near school. Target interesting places that are within easy walking distance (fire station, hospital, park, grocery store, etc.). Call ahead if necessary and get permission to visit with the children. Set up your route for the walk.

After you have planned the walk, gather the class together and tell them about it. Explain that you will all be going on a walking tour of the school neighborhood. Tell them you want them to see and learn about the different buildings and other places in the neighborhood. If you have a camera, show it to the children and explain that you will take pictures of interesting places during the walk.

On the day of the walk, stop at each target place so the children can look at it. Ask them to identify the place, giving clues as needed: "We can buy food here. Do you know what this place is called?" Discuss each place on your tour and tell the children a few facts about it. If you brought a camera, take pictures of students at neighborhood sites.

Display your photos or illustrations of the places you saw on your walk. Select one picture at a time; call on a child to identify and describe it. ("This is a hospital. People go to the hospital when they are sick.") Review the photos over several sessions, until you are sure each child can identify each neighborhood site.

Distribute sheets of construction paper. Have children tape or glue the pictures of neighborhood places on sheets of paper. Label each picture. Put them together for a book, with a cover of construction paper labeled "Our Neighborhood." Keep the book in the free play area.

EVALUATION: Each child should identify at least two places in the neighborhood.

DEVELOPMENTAL LESSON PLAN: WHERE ANIMALS LIVE

OBJECTIVE 8: Identify places where different animals live (on land, in the water, etc.) and describe various animal homes.

MAIN IDEA: Animals live in different kinds of homes.

MATERIALS:

Pictures of children's pets.
If some children in the class have small pets, such as hamsters, gerbils, goldfish, ask parents if they can bring the pets to school to share with the class.
Photos of each child's home.
Two pictures, one showing a land environment, the other a water environment.
Shells, bird's nest, an empty wasp nest or bee hive, fish bowl or aquarium
Pictures of familiar and unfamiliar animals that live on land and in the water--birds, bears, squirrels, fish, turtles, beavers, rabbits, etc.

PROCEDURES: Review in class the pictures of children's homes. If children have brought pictures of their pets, ask them to describe the animals, what they eat, and where they sleep.

Show pictures of the land environment. Explain that many different animals live on land, under ground, and in trees.

Show pictures of familiar land animals: birds, rabbits, squirrels, bears, mice, etc. Ask the children to identify each animal and tell you where it lives. (Birds and squirrels in trees; rabbits in burrows in the ground; bears in caves, etc.) Explain that animals sometimes build their own homes and sometimes adapt other structures to live in.

Show the children a bird's nest, if possible, or an illustration of a nest. Explain that birds make nests in trees, using different materials including twigs, feathers, sticks and leaves. Show illustrations of different kinds of animal homes, if available, and of other animals that live on land (e.g., elephants, zebras, giraffes).

Next, display the illustration of the water environment. Explain that many animals live in water. Some water animals, such as fish and whales, never leave the water, but others, such as beavers and seals, may spend some time on land. Explain that fish can stay in the water because they can breathe in the water and find food there. Ask children to identify pictures of water animals.

PROCEDURES (continued)

If possible, show pictures of different kinds of fish and crustaceans, such as lobsters, crabs, and hermit crabs. Explain that some of these animals live in their shells. Let students see and handle different kinds of shells.

Tape the pictures of land and water environments on the board. Display pictures of animals--birds, rabbits, elephants, giraffes, seals, beavers, fish, bears, mice, bees, squirrels, whales, and penguins. Select one picture and call on a child to identify the animal and to tell you where the animal lives. If information about the animal home was discussed in class, ask the child about it. Then have the child tape the animal picture on the board below the appropriate environment picture. Continue until all the pictures are identified and taped near the appropriate environment. Be sure all the children participate.

EVALUATION: Each child should identify where different animals live.

EVALUATION: WHERE OUR CLASSMATES LIVE

OBJECTIVE 3:	Identify homes of classmates.
MATERIALS:	Photos of classmates' homes.
STRUCTURED PROCEDURES:	Gather the children in a group. Hold up a photo of one child's home. Ask the group, "Whose home is this?" or "Who lives here?"
CRITERIA:	Each student should identify the home of at least one classmate by using the child's name or name sign, or by pointing.
UNSTRUCTURED PROCEDURES:	Set up a bulletin board for photos of the children's homes. When you see children looking at the photos, watch to see if they spontaneously identify their classmates' homes.
CRITERIA:	Each child should identify at least one classmate's home by using the child's name or name sign, or by pointing at the child.

EVALUATION: NEIGHBORHOOD PLACES

OBJECTIVE 5:	Identify various neighborhood places, such as a fire station, park, library, grocery store.
MATERIALS:	Pictures of familiar neighborhood buildings

STRUCTURED PROCEDURES:	Work with students individually. Show each child the pictures of familiar neighborhood sites. Ask her to tell you the name and function of each place. Continue until the student identifies or tries to identify all of the pictures.
CRITERIA:	Each child should identify at least two familiar places in the neighborhood.

STRUCTURED PROCEDURES:	Gather the children in a group. Tell them that you will talk about one place in the neighborhood, and that you want them to identify it. Briefly describe one familiar neighborhood site, as in: "We go shopping in this building. We can buy food here." Call on individual children for answers. Continue until the children have identified all the neighborhood sites.
CRITERIA:	Each child should identify at least two familiar places in the neighborhood.

UNSTRUCTURED PROCEDURES:	Choose one neighborhood site and set up a dramatic play area based on that place. Display a picture of the building in the play area. Note whether children spontaneously use the name of the familiar neighborhood building while they play in the area.
CRITERIA:	Each child should identify at least two familiar places in the neighborhood

EVALUATION: WHERE ANIMALS LIVE

OBJECTIVE 8: Identify where various animals live and describe animal homes.

MATERIALS: Pictures of familiar animals, including:

- bird
- rabbit
- whale
- seal
- squirrel
- fish
- beaver
- bear

STRUCTURED PROCEDURES: Seat students in a semicircle. Show a picture of one animal. Call on a child to tell you where the animal lives and, if appropriate, to name and describe the animal's home ("A bird lives in a nest in a tree. The nest is made out of feathers, twigs and leaves," "A whale lives in water."). Continue until each child has identified two or three animal homes.

CRITERIA: Each child should identify where at least two animals live and describe at least one animal home.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates Taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify the rooms of a house.	1 2 3	____________
2. Identify different types of homes.	1 2 3	____________
3. Identify homes of classmates.	1 2 3	____________
4. Identify people who work in the neighborhood.	1 2 3	____________
5. Identify various neighborhood buildings and places.	1 2 3	____________
6. Construct buildings and a neighborhood using a variety of materials.	1 2 3	____________
7. Dictate a story about a trip in the neighborhood.	1 2 3	____________
8. Identify where various animals live, and describe different animal homes.	1 2 3	____________

ADDITIONAL NOTES: ______________________________

____

____

UNIT 5: MANY THINGS CHANGE

OVERVIEW: In this unit, the children will learn how people, plants, and animals grow. They will also learn that some things change, including the seasons.

MAIN IDEAS:

1. We need food to help us grow.
2. The seasons change every year.
3. Plants, animals, and people change as they grow.
4. Some things cause change.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from YPR 2, Level 5 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify familiar foods needed for growth.
2. Identify the seasons.
3. Match activities to the appropriate seasons; for example swimming in the summer.
4. Choose clothing appropriate to the seasons; for example hats and mittens in winter.
5. Identify changes in temperature from one season to another (hot, cold, warm).
6. Identify insects and reptiles.
7. Match early and adult forms of insects and reptiles.
8. Identify changes during life stages of mammals, insects, and reptiles: caterpillar/cocoon/butterfly, egg/tadpole/frog, etc.
9. Identify the things plants need to grow: water and light.
10. Identify the major parts of a plant: root, stem, leaf.
11. Identify things that can make other objects change (heat can melt ice and cook food, etc.).

UNIT 5. MANY THINGS CHANGE

ROUTINES **ACTIVITIES**

GROUP ACTIVITIES

Review the process of growing from babies into children and then into adults. Have students show pictures of themselves when they were babies. Ask children to identify foods they need to grow (milk and dairy products, breads and grains, vegetables and fruits, meats, poultry, fish. (Objective 1).

Have children cut out pictures of foods needed for growth and paste them on a food chart.

Identify and discuss foods on a school menu. Ask children to identify which foods are needed for growth. (Objective 1)

Take a trip to a grocery store. Show children how foods are grouped and displayed. Have them identify foods needed for growth. (Objective 1)

Display pictures of the four seasons on a bulletin board. Discuss observable changes in the seasons--snow in winter, blossoms in spring, etc. Ask students to identify the seasons shown in the pictures. (Objective 2)

Cut seasonal pictures from magazines and let children use them to create a seasons scrapbook. Have them identify the seasons in the pictures, then paste pictures for each season together on construction paper. Write season titles at the top of each page. Help children tie the pages together with string or yarn. (Objective 2)

Display pictures of people involved in seasons activities--swimming, skiing, flying kites, etc. Lead the children in a discussion of each photo: What are the people doing; in which season are they most likely to do these things? (Objective 3)

Gather articles of clothing (mittens, scarf, sandals, slicker, boots, light jacket, etc.) in a large box or bag. Ask children to pick out one item at a time, identify it and how it is worn, and name the right season to wear it.

Ask the children to tell you about the changes in weather and temperature for each season: cold in winter, hot in summer, warm in spring, cool in autumn. (Objective 5)

Show pictures of various insects and reptiles--butterfly, bee, snake, turtle, etc. Ask children to identify them. Take a walk through a rural or wooded area. Have children look for and identify any insects and animals they see. (Objective 6)

GROUP
(continued)

Use pictures to explain that some animals do not look like their parents when they are first born. Demonstrate a caterpillar and a butterfly, a tadpole and a frog. Display sets of pictures showing the early and mature stages of various insects and reptiles. Help children match the early and adult stages of the same animals.

Collect pictures of various life stages of mammals (infant, child, adult); insects (caterpillar, cocoon, butterfly); and reptiles (egg, tadpole, frog). Ask children to identify the pictures and point out changes occurring in each stage. (Objective 8)

Order butterfly larvae (available from some science supply houses). Have children observe and measure the larvae and predict the changes that will occur as they develop into butterflies. Ask them to predict how long they will stay in their cocoons, and what colors the mature butterflies will be. Keep the larvae for observation and let students check their predictions against the results. (Objective 8)

Invite other classes to come see the larvae, cocoons, or butterflies in your classroom. Let your students explain their experiment and the changes that have occurred. (Objective 8)

Make up an experience story about metamorphosis. Have the children illustrate the story. (Objective 8)

Have the children make caterpillars from egg cartons. Discard the top of the carton. Divide the bottom in half lengthwise and turn it upside down. (Each carton makes two caterpillars.) Let children color the caterpillars, paste on eyes and mouths, and attach pipe cleaners for antennae. (Objective 8)

Let children sprout alfalfa seeds and lima beans. Have them identify what plants need for growth (water, light, soil). Discuss how the class can help the plants grow. (Objective 9)

Bring in three healthy young plants and tell the students about an experiment. They will give the first plant everything it needs to grow--soil, water, and light. The second plant will get no water, and the third plant will be deprived of light. Ask students to predict what will happen to the plants. After a week or two, let students compare the plants and discuss the results. (Objective 9)

Show children a plant out of soil. Have them identify the roots, stem, and leaves. Then ask them to identify the parts of other classroom plants. (Objective 10)

Have children draw pictures of plants and identify the major parts. (Objective 10)

GROUP
(continued)

Show a small bucket of ice cubes to the class. Tell them you will let the bucket sit in the classroom, and ask them to predict what will happen to the ice. After a few hours, have children look into the bucket and discuss what made the ice turn to water. (Objective 11)

If possible, cook eggs for the children, letting them see first the raw and then the cooked eggs. Ask them to tell you why the eggs changed. (Objective 11)

Have children observe the effects of heat and cold. Melt butter in a pan, watch frozen vegetables thaw in a warm place, make popcorn, pour juice into an ice cube tray and freeze it for popsicles, etc. Ask students to identify the cause of each change. (Objective 11)

DEVELOPMENTAL LESSON: FOOD COLLAGE

OBJECTIVE 1: **Identify familiar foods needed for growth.**

MAIN IDEA: We need food to grow.

MATERIALS: Pictures of individual foods from the major food groups: meats, fish, eggs; milk and cheese; fruits and vegetables; cereals, grains, and breads.
One picture that shows a variety of nutritious foods.
Large sheet of paper titled "Foods Help Us Grow."
Glue or paste.

PROCEDURES: Seat the children in a semicircle. Ask them to tell you what they ate for breakfast or for dinner last night. If none of the children remembers, tell them what you ate. Explain that food is very important to help people grow. It gives them energy to play and work, and it helps them develop strong bones, teeth, and muscles.

Explain that there are many different kinds of food, and that some foods are better for people than others. Display the large picture of a variety of foods and ask children to identify all the foods. Give correct names for any foods the children cannot name.

Show children how to make a "Foods Help Us Grow" collage. Explain that each child will have a chance to paste pictures of food on the construction paper. Ask each child to name a food needed for growth. After the child correctly identifies a food, have him find it in your collection of food photos. Let him paste it anywhere on the food collage.

Continue until each child has identified at least two good foods, selected their photos, and pasted them on the collage. Display the finished collage in the classroom or free play area.

EVALUATION: Each child should identify at least two familiar foods for growth.

DEVELOPMENTAL LESSON: A SEASON TREE

OBJECTIVE 2: Identify the seasons.

MAIN IDEA: The seasons change.

MATERIALS:
Four large models of trees with bare branches, cut from sturdy construction paper.
Green leaves cut from construction paper.
White or pink tissues.
Cotton balls.
Photos or drawings of the four seasons.
Tape or glue.

PROCEDURES: Post the paper model of the tree on the bulletin board or the classroom door. Have the rest of the materials readily available. Show children the model and let them identify and label the tree. Explain why this tree is special; it is a "season" tree.

Remind students of the weather pictures they studied before. Review the information about how weather changes throughout the year.

Discuss how people wear different kinds of clothing when the weather changes--warm jackets, hats, and mittens when it is cold, shorts and bathing suits when it is hot.

Just as people change their clothing in different weather, trees change their leaves, and sometimes have no leaves at all. These changes in weather and trees are called changes in season. There are four seasons in the year: spring, summer, fall, and winter.

Show a picture of summer. Ask students to name the things in the picture (green grass and trees, flowers, birds, children playing in shorts, etc.). Explain that the season is called summer, and ask students the sign for summer.

Tell students they will make a summer tree. Let them tape or glue green leaves on one tree until the branches are full. Post it on the wall and add other elements--sun, flowers, children, etc., to create a summer scene.

Keep the scene on display in the classroom. Be sure all the children can identify the season represented by the tree. Reinforce the concept of summer with stories and filmstrips. Let the class make and sell lemonade at a lemonade stand. Discuss things people do the kinds of clothes people wear in the summer.

PROCEDURES: Follow the same procedure to introduce concepts of fall (continued) (red, yellow, and orange leaves), winter (no leaves, cotton balls pasted on for snow), and spring (pink or white tissue blossoms). Reinforce ideas about each season with stories, filmstrips, and activities. Be sure each child can identify all four seasons.

After introducing the four seasons, ask students to identify the current season and choose the appropriate tree for this season. Season trees should become a permanent part of the classroom, changing with the seasons throughout the year.

EVALUATION: A SEASON TREE

OBJECTIVE 2: **Identify the four seasons.**

MATERIALS: Pictures of the four seasons.

STRUCTURED PROCEDURES: Show pictures of the seasons to individual students. Hold up one picture at a time and ask, "Which season?" Continue with the other three pictures.

CRITERIA: Each child should identify the four seasons.

UNSTRUCTURED PROCEDURES: During outdoor activities, point out signs of the seasons (buds or colored leaves on trees, new or melting snow, temperature changes, etc.) Make it a routine to ask children which season it is.

CRITERIA: Each child should identify the four seasons.

EVALUATION: HELPING PLANTS GROW

OBJECTIVE 9: Identify what plants need to grow.

MATERIALS: Three plants. One is in good soil and has been watered and exposed to light. The second has not been given water, and the third has not been exposed to light.

STRUCTURED PROCEDURES: Display the three plants to each student. Show the first plant and point out that it is healthy and beautiful. Ask the child why this plant is healthy, and what it needed to grow. Follow the same procedures with each student.

CRITERIA: Each child should identify at least two of the three things healthy plants need: soil, light, and water.

DEVELOPMENTAL LESSON: PARTS OF PLANTS

OBJECTIVE 2: Identify the major parts of a plant--roots, stem, leaves.

MAIN IDEA: Plants have different parts that do important jobs.

MATERIALS: Two different mature plants.
One small plant out of soil.

PROCEDURES: Gather the children in a group. Show them the plants and explain that they will learn about major parts of plants. Let the children smell and touch the plants. Then identify the major visible parts--leaves and stem.

Explain that leaves help make food for the plant. The stem helps the plant stand up and carries food and water for the plant. If appropriate, explain that some plants have flowers, and that flowers make seeds to grow new plants.

Then explain that another special part of each plant grows in the soil. Show the small plant without soil. Point to the roots and explain that roots drink water for the plant. Explain that all plants need water, just as people do. Show how water from the ground goes into the roots and up through the stem to nourish the whole plant.

Display the plants again. Ask individual students to identify different parts of the plants. If appropriate, ask about the functions of each part.

Continue the study of plants by having the children start their own plants (seeds, lentils, sweet potatoes) in small containers.

EVALUATION: Each child should identify the stem, leaves, and roots of a plant.

EVALUATION: PARTS OF PLANTS

OBJECTIVE 10: Identify the major parts of a plant--roots, stem, leaves.

MATERIALS: A mature plant out of soil, or a picture of a plant showing its roots, leaves, and stem.

STRUCTURED PROCEDURES: Show the plant or illustration to one student at a time. Point to parts of the plant and ask the child to identify them. Continue until the child has identified the three major parts. Follow the same procedures with each student.

CRITERIA: Each child should identify the roots, stem, and leaves of a plant.

UNSTRUCTURED PROCEDURES: Give students responsibility for watering classroom plants. Have them take turns doing this. As each child waters the plants, ask her to point to its major parts: "Show me the stem," etc.

CRITERIA: Each child should be able to point to the stem, root, leaves, and flowers of a plant at least once when asked.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ________________

Dates taught: ______________ through ______________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify familiar foods needed for growth.	1 2 3	____________________
2. Identify the seasons.	1 2 3	____________________
3. Match activities to appropriate seasons.	1 2 3	____________________
4. Choose clothing appropriate to the seasons.	1 2 3	____________________
5. Identify changes in temperature from one season to another.	1 2 3	____________________
6. Identify insects and reptiles.	1 2 3	____________________
7. Match early and adult forms of insects and reptiles.	1 2 3	____________________
8. Identify changes during life stages of mammals, insects, and reptiles.	1 2 3	____________________
9. Identify the things plants need to grow: water and light.	1 2 3	____________________
10. Identify the major parts of a plant: root, stem, leaf.	1 2 3	____________________
11. Identify things that can make other objects change.	1 2 3	____________________

ADDITIONAL NOTES:

UNIT 6: SCHOOL IS CLOSING FOR THE SUMMER

OVERVIEW: In this unit, the children will talk about the summer season and identify things they do in the summer. They will also choose jobs to help clean the classroom.

MAIN IDEAS:

1. In Summer, we do not go to school.
2. We do many different things in the summer.
3. We can choose jobs to help clean the classroom.
4. We pack up our own things and take them home.
5. We will stay in Older Playroom for one more year.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from YPR 2, Unit 6 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify summer as the time of year when they do not go to school.
2. Identify specific summer activities.
3. Compare and contrast seasonal activities.
4. Choose and complete a classroom job.
5. Collect their personal belongings and take them home.
6. Identify the place they will come back to in the fall--Older Playroom 2--the same or another classroom.
7. State that they will have a different teacher in the fall (if applicable).

UNIT 6. SCHOOL IS CLOSING FOR THE SUMMER

ROUTINES	ACTIVITIES
GROUP	Describe the summer. Explain that the weather is warm, it stays light longer, flowers bloom, grass and trees are green, people spend more time outside, and school is closed. Have children predict things they will do in summer. Make sure they are aware that they will not come to school (Objective 1). Show pictures of people in summer. Ask students to name appropriate summer activities. (Objective 2) To help children get started, show pictures of people involved in a variety of activities and ask them to identify the ones people do during summer. (Objective 3) Create a "Summertime" display with the children. Cut photos of summer scenes and activities from magazines or old calendars. Ask them to identify the activities (Objective 2). Make a bulletin board collage of the pictures. Organize a "Clean Up" day with the children. Explain that the classroom has to be cleaned. Ask children to predict the tasks necessary to clean the classroom (Objective 4). List the necessary tasks on the board. Ask each child to select one task to complete (Objective 4). Provide supplies and assistance so students can complete their tasks. As jobs are finished, check them off the list on the board. Discuss the changes children may find when they return to school. They will go to a new classroom. They will have a different teacher and probably some new classmates (Objectives 6 & 7). Tour the school area or classroom where the children will be to school next year. If possible, introduce them to their new teachers. Have each child identify where he will be in the fall and state that he will have a different teacher and possibly also different classmates (Objectives 6 & 7).

INTRODUCTORY LESSON PLAN: SCHOOL IS CLOSING FOR THE SUMMER

OBJECTIVE 1: **Identify summer as the time when children do not go to school.**

MAIN IDEA: Soon it will be summer and school will close.

MATERIALS: Photos of class activities and trips during the past year. Calendar page for the month of June.

PROCEDURES: Show the calendar page for June. Point to the name of the month and ask students to fingerspell it. Explain that June is special because it is the beginning of summer and the time school closes. Mark the first day of summer and the last day of school on the calendar. Discuss the changes summer brings (warmer weather, lightweight clothes, playing outdoors, etc.).

Now talk about the close of school. Ask children what they will do in summer when they do not come to school. Be sure they understand that their routines will change. They will stay home (or at camp or at the sitter's), the bus will not come to pick them up, they will not eat lunch in school, etc. Then count on the calendar the number of days until school closes.

Ask each child to tell you whether she will come to school this summer. When children correctly answer no, as why they will not come. ("School is closed in the summer.")

Mark off each day on the calendar and practice counting days until the last day of school.

To help reinforce the concept of time passing, post on a bulletin board photos of class activities during the past year. Have children look at the photos and remember the things that happened.

EVALUATION: Children should state that they will not come to school during the summer.

DEVELOPMENTAL LESSON: SUMMER ACTIVITIES

OBJECTIVE 2: **Identify specific summer activities.**

MAIN IDEA: We do many different things in the summer.

MATERIALS: Illustrations of typical summer activities.
Drawing paper, crayons, markers.

PROCEDURES: Seat students in a semicircle. Tell them about some special things you plan to do this summer. Tell students that because school is closed in the summer, they will be able to do special things, too.

Display pictures of typical summer activities, one at a time: playing games, going to the beach, the zoo, or the park, going camping or swimming, riding in a boat or on a horse, visiting relatives, etc.

Ask students to identify the activities. Ask who in class has done each of these things, as have them tell the class about it. Ask if they would like to do these things again. Continue until the group has discussed all of the pictures.

Ask each child to name some of the things she will do this summer. List all the activities on the board. Ask the children to talk about the activities and share their experiences.

Have each student draw a picture of one activity he will participate in this summer. Display the pictures in the classroom.

DEVELOPMENTAL LESSON: COLLECTING OUR BELONGINGS

OBJECTIVE 5: Collect all personal belongings and take them home.

MAIN IDEA: We pack up our things and take them home.

MATERIALS: One brown paper grocery bag for each child.
Crayons, markers.

PROCEDURES: Explain to the students that because school will be closed for the summer, the classroom has to be cleaned. Classroom materials must be packed up and put away for next year. Students' personal belonging must be taken home. Tell the children that today they will collect all their things to take home.

Give each child a grocery bag and a crayon or marker. Ask students to print their names on their bags. Also label a bag for yourself.

Explain that the students need to collect all of their personal belongings to take home. Demonstrate, if necessary. Show children how you pack up materials from your desk, closet, or work space--photos, sweater, books, calendar, etc. Point out that these are your own belongings that you brought from home earlier. Now you want to take them home for the summer. Pack the items in your bag.

Then get children started collecting their personal things. Suggest that they start with the materials in their cubbies or wherever personal items are stored. Help them locate clothes, toys, art work, books, etc., and put them all in their bags.

After the children have collected all their belongings, fold the tops of the bags over and staple them closed. Make sure they take their own bags home.

EVALUATION: Students should gather their personal belongings and take them home.

EVALUATION: THE CLOSE OF SCHOOL

OBJECTIVE 1:	**Identify summer as the time of year when children to not go to school.**
MATERIALS:	One photo or drawing to represent each season.

STRUCTURED PROCEDURES:	Ask students individually to tell you the time of year when they do not go to school. If a child has difficulty answering, show pictures of the four seasons and ask the child to point to the picture that shows the time of year when he does not go to school.
CRITERIA:	Each student should identify summer as the time of year when children do not go to school.

EVALUATION: SUMMER ACTIVITIES

OBJECTIVE 2: **Identify specific summer activities.**

MATERIALS: Drawing paper, crayons, markers.

STRUCTURED PROCEDURES: Pass out drawing paper and markers or crayons. Ask students to draw pictures of things they will do in the summer. Make suggestions as needed. When the drawings are finished, have children show their pictures to the group and identify the activities they have drawn.

CRITERIA: Each child should identify at least one activity for the coming summer.

EVALUATION: COLLECTING OUR BELONGINGS

OBJECTIVE 5: **Gather personal belongings and take them home.**

MATERIALS: Brown paper bag for each child.

STRUCTURED PROCEDURES: Print each child's name on a bag, or have children print their names. Help students collect their own toys, books, clothing, papers, etc., from their cubbies and elsewhere in the classroom. Have them pack their belongings in their bags and take everything home.

CRITERIA: Children should collect their belongings and take them home.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ________________________ **Date:** ____________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify summer as time of year when they do not go to school.	1 2 3	____________
2. Identify specific summer activities.	1 2 3	____________
3. Compare and contrast seasonal activities.	1 2 3	____________
4. Choose, complete a classroom job.	1 2 3	____________
5. Collect their personal belongings and take them home.	1 2 3	____________
6. Identify the place they will come back to in the fall--the same or another classroom.	1 2 3	____________
7. State that they will have a different teacher in the fall (if applicable).	1 2 3	____________

ADDITIONAL NOTES: ________________________________

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Here's Eddie's rocket, fuelled by letters and numbers.

UNIT 1: SCHOOL PEOPLE, SCHOOL RULES

OVERVIEW: **In this unit, the children will learn about school personnel and classroom rules and responsibilities. They will also learn to follow the daily schedule.**

MAIN IDEAS:

1. People do different jobs in our school.
2. We have daily a daily schedule in school.
3. We have responsibilities in school.
4. Rules help us get along with other people.

ENTRY LEVEL BEHAVIORS: Each student should have completed most of the objectives from OPR 1, Unit 1 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify and describe the roles of school personnel.
2. Identify and discuss the events of the daily schedule.
3. Match classmates' printed first and last names. (Middle names can also be included).
4. Follow teacher directions for classroom jobs (snack helper, calendar helper, etc.).
5. Identify classroom rules.

UNIT 1. SCHOOL PEOPLE, SCHOOL RULES

ROUTINES **ACTIVITIES**

GROUP ACTIVITIES:

Make a set of number cards for the numbers 1 to 10. Display the cards. As you sign a particular number, have the children take turns pointing to the corresponding number card. Or point to one card and ask students to take turns identifying the number (Objectives 1 and 3).

Collect sets of objects to represent numbers:

2 pencils
3 tacks
4 pieces of chalk
5 erasers
6 marbles
7 crayons

Place each set together with the number cards on the table. Ask students to choose the right number card for each set (Objective 2). Make one set of flash cards showing numbers 1 to 10 for each member of the class. Draw a set of three circles on the board. Have the students count the circles and hold up the corresponding number cards (Objective 2). Continue the activity by drawing 5 triangles, 2 squares, 7 circles, etc.

Set up a chart or bulletin board called "Our Schedule," or "Our Day." Draw or cut out pictures representing daily activities. Scramble the pictures, then have students arrange them in chronological order (Objective 4). Ask students to discuss the different things they do each day (Objective 4). If necessary, display photographs to help students recall the various activities.

Ask each student to identify one classroom rule. If possible, find or make drawings or photographs that illustrate classroom rules. Display the pictures and have children identify the corresponding rules. Role-play some rules in class to help clarify understanding (Objective 5). For example, if "no pushing" is a rule in your classroom, have the students line up to go to the playground or the cafeteria. Ask one child to play the role of a student who pushes into the line. Discuss students' opinions about the "no pushing" rule.

Invite the principal, school nurse, audiologist, or other school worker to visit your classroom. Encourage students to ask questions about the visitor's job. (Objective 6)

Take photos of the school principal, nurse, audiologist, librarian, etc. Help the children arrange the photos on a bulletin board to create a display of "People at our School." Then, ask students to identify workers and describe their jobs. (Objective 6)

GROUP
(continued)

Help the children prepare questions to ask various school personnel (principal, nurse, librarian) about their jobs. Then walk around school to visit different school workers. During the visits, let students ask their questions and explore the places where people work. (Objective 6)

Make two sets of student name cards: one set with first names and the other with last names. Display all the cards on a table or bulletin board. Ask students to match their classmates' printed first and last names. (Objective 3)

Using the two sets of name cards, tape the "last name" cards to chairs. Then hand one "first name" card to a student. Have the student match the first name with a last name card taped on a chair. When first and last names are correctly matched, ask the student who should sit in the chair. Continue until all names are matched and every child is seated. (Objective 3)

DEVELOPMENTAL LESSON PLAN: PEOPLE AT SCHOOL

OBJECTIVE #1: **Identify and describe the roles of school personnel.**

MAIN IDEA: People do different jobs in our school.

MATERIALS: Objects used by or associated with various school workers (TDD, band aids, thermometer, library card, etc.).
Paper and crayons.
Camera (optional)

PROCEDURES: Before starting the lesson, set up appointments for the class to visit several school workers: school nurse, audiologist, librarian, principal, secretary, bus driver, etc. Explain that the children are learning about different workers in the school and about their jobs.

Schedule a time for students to meet with each worker. Ask the workers to identify and describe their jobs, and show the children any equipment they use at their work: scale and thermometer for the nurse, TDD and computer for the secretary, card catalog for the librarian.

Seat the children in a circle. Explain that all the people at school have jobs--everyone is responsible for certain things. Ask the children if they know what your job is. Then ask whether they can list some of the things teachers do: help children learn, set up the classroom, read books to children, talk to parents.

Tell the children that they also have jobs. As students they are in school to learn, to meet new friends, and to have fun. They have to do certain things, too. Their job is to study and learn new things, pay attention in class, follow directions, obey the rules, help keep the classroom clean, etc.

Call on students to name other people who work at school, and to describe their jobs. If necessary, prompt answers by showing things used by different school workers. Help students name the objects and identify workers who use them.

PROCEDURES (continued) After the class has identified a number of workers, tell the children that they will visit some of them. Explain that the workers will talk about their jobs. Visit the workers as arranged. Introduce each worker to the children. Ask them to describe their jobs and to show the children where they work and the equipment they use. Encourage the children to ask questions. If a camera is available, photograph each worker.

After the visits, ask each child to draw pictures of two school workers and to dictate descriptions of the workers' jobs. Display photos, if any. Call on each child to identify one or two workers and describe their jobs.

EVALUATION: Each child should identify and describe the jobs of at least two school workers.

DEVELOPMENTAL LESSON PLAN: CLASSMATES' NAMES

OBJECTIVE #3: **Match classmates' printed first and last names.**

MAIN IDEA: Everyone has a first name and a last name.

MATERIALS: Felt board
Sentence strips printed with first and last names for each student and yourself. Glue a felt strip on the back of each sentence strip and cut each strip in half to separate first and last names.

PROCEDURES: Put all the children's first names on the left side of the felt board. Seat students in a semicircle around the board. Explain that they will learn the last names of all their classmates. First they will review everyone's first name.

Point to the names on the felt board and tell the children that each of their names is on the board. Let each child find his own name. Then call on one child to find the name of another classmate. Point to the child whose name is to be found and say, "Do you know her name? Find her name on the board." Continue until each child has identified the first names of all or almost all of his classmates.

Explain to the children that everyone has a first name and a last name. Put your first name on the board. Tell students this is your name. Then add your last name and tell the children this is your last name. Put your first and last names together.

Then place all the last names on the right-hand side of the board. Call on one child to find her first name and then her last name and put them together on the board. Give each child a turn to match his first and last names.

Separate the names again. Explain that now they will match the first and last names of their classmates. Call on one child. Point to each of the other students in turn and ask her to match his or her first and last names. Continue, giving each child a chance to match other students' first and last names.

Keep the felt board and the names in the free choice area after all the children have had an opportunity to match their classmates' first and last names.

EVALUATION: Each child should match the first and last names of at least three classmates.

DEVELOPMENTAL LESSON PLAN: CLASSROOM RULES

OBJECTIVE #5: **Identify rules for your classroom.**

MAIN IDEA: We have classroom rules.

MATERIALS: Illustrations of classroom rules being followed or broken
Drawing Paper, crayons and markers

PROCEDURES: Seat students in a semicircle. Explain that today they will learn some classroom rules. Explain the reasons for classroom rules:

- safety.
- to let everyone know what behavior is expected.
- to help people communicate better.

Display the illustrations one at a time. Ask the children to describe what is happening in each photo. Ask them to identify the rules being followed or broken. List the rules on the board.

Have each child select one classroom rule. Ask them to draw pictures illustrating the rules they have chosen. Display the pictures in the classroom.

EVALUATION: Each child should identify at least two classroom rules.

EVALUATION: PEOPLE AT SCHOOL

OBJECTIVE 1: **Identify school personnel and describe their roles.**

MATERIALS: Photos of school personnel (school nurse, principal, audiologist, music teacher, etc.)

UNSTRUCTURED PROCEDURES: Seat students in a semicircle. Call on one child to identify a school worker and describe the worker's job. If the child has difficulty answering, show a photo of a school worker. Ask the child to identify the person in the photo and describe the person's job. Follow the procedures until every child has had at least two chances to participate.

CRITERIA: Each child should identify at least two school workers and describe their work.

EVALUATION: CLASSMATES' NAMES

OBJECTIVE #3:	**Match classmates' printed first and last names.**
MATERIALS:	Name tags with printed first names Name tags with printed last names

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STRUCTURED PROCEDURES:	Scramble all the name tags together on a table. Ask one student to select a classmate's first name, then match it to the last name. Have the children take turns matching first and last names of their classmates. Rescramble the name tags so each child can participate at least twice.
CRITERIA:	Each child should match the first and last names of at least one classmate.

EVALUATION: CLASSROOM RULES

OBJECTIVE #5: Identify rules for your classroom.

MATERIALS: Photos or drawings of children following or ignoring classroom rules.
Chalk and blackboard or chart paper and markers

STRUCTURED PROCEDURES: Seat students in a semicircle. Call on a child to identify one classroom rule. Write the rule on the board or on paper. If the child has difficulty answering, show one of the illustrations and ask her to identify the rule it shows. Follow these procedures until every child has had at least two opportunities to participate.

CRITERIA: Each child should identify at least two classroom rules.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ____________________ **Date:** ____________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify and describe the roles of school personnel.	1 2 3	
2. Identify and discuss events of the daily schedule.	1 2 3	
3. Match classmates' printed first and last names.	1 2 3	
4. Follow teacher's directions for classroom jobs.	1 2 3	
5. Identify classroom rules.	1 2 3	

ADDITIONAL NOTES: ____________________

UNIT 2: MY FRIENDS AND I

OVERVIEW: In this unit, children will learn about the concept of friendship. They will learn that friends are special and important, and be able to identify and talk about their friends.

MAIN IDEAS:

1. Friends are special.
2. I can be a friend.
3. Friends make me feel good.
4. I am like my friends and I am different from my friends.
5. Animals can be my friends.

ENTRY LEVEL BEHAVIORS: Each student should have completed most of the objectives from OPR 1, Unit 2 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify several friends.
2. Dictate stories about themselves and their friends.
3. Create pictures of themselves and their friends.
4. Discuss and demonstrate cooperative and uncooperative behaviors.
5. Identify the months of their friends' birthdays.
6. Give a friend's first and last names through the air or in writing.
7. Use descriptive words to compare and contrast personal characteristics (alike/different, tall/short, black/white, boy/girl, hearing/deaf).
8. Identify some personal likes and dislikes.
9. Describe and label their own feelings and those of others.
10. Identify animals that can be pets.
11. List necessary tasks in caring for a pet (providing food and water, bathing, exercising and training).

UNIT 2. MY FRIENDS AND I

ROUTINES **ACTIVITIES**

GROUP

Display photos of each child, the child's family members, school personnel, and other students on a table or on the bulletin board. Ask the children to identify their friends from the photos. (Objective 1)

Have each child take turns standing with you in front of the group. Explain to the group that this particular child is your friend and tell why (e.g., "Susie is my friend. I like her because she is nice to everyone.") Then have that child identify a friend in the group. (Objective 1)

Have students select a "Friend of the Day." Put the child's picture on the bulletin board. Mention something special about the child in front of the group (e.g., Bobby helps Jane everyday. Donny helps with cleaning up. Jenny always smiles.) Repeat this activity until each child has been selected as "Friend of the Day." (Objective 1)

Supply paper and crayons to each child. Have the children draw pictures of their friends, or of themselves and their friends engaged in some activity. (Objective 3)

Help children dictate stories about their friends to go with their drawings. Write the stories down, then display the drawings and read the stories in class. (Objective 2)

Collect pictures of children interacting in cooperative and uncooperative ways. Display the pictures, one at a time, and let students discuss what is happening. (Objective 4)

Set Up two or more of the following role-plays:

- Children work together or with the teacher to put books and toys away in the classroom.
- One child grabs a toy, pencil or crayon from another.
- A child shoves or pushes into a line.
- Children help the teacher distribute supplies or snacks.
- A child helps a parent set the table or prepare a meal.
- Two children refuse to let another child play with them.
- Child helps parent make the bed, vacuum the floor.
- Child refuses to help carry books, toys or groceries.

Print name cards (first and last name) for each child. Display the cards on a table or bulletin board. Gather the students in a group. Ask each child to identify a friend in the group, and then find the card with the friend's name. (Objective 6)

GROUP (continued)

Print a name card with first and last names for each child. Tape the cards on chairs. Ask each child to identify one friend in the group and seat the friend in the appropriate chair. (Objective 6)

Gather the children in a group. Ask each child to tell the group the month of her birthday. Write each child's name in the appropriate month on a calendar. Then help students practice remembering the months of one or two friends' birthdays. (Objective 5)

Mark each child's birthday on the classroom calendar or on a special birthday bulletin board. Have each child identify the month of his own and a friend's birthday.

Have each child put together a simple biography book. It might include:

- Dictated stories about the child and her friends.
- Pictures of himself and his friends.
- Photos or drawings of friends and family members.
- Pictures cut from old magazines of the child's favorite foods, animals, places, activities.

INTRODUCTORY LESSON PLAN: MY FRIENDS AND I

OBJECTIVE #2: **Dictate a story about oneself or a friend.**

MAIN IDEA: To introduce the concept of "friend" and "friendship."

MATERIALS:
8 1/2 x 11" construction paper
8 1/2 x 11" white drawing paper
crayons, markers

PROCEDURES: Assemble a story book for each child in the class by tying together several pieces of white paper with a cover of construction paper.

Choose a story about friends or friendship and read it to the group. Ask the children to explain what it means to be a friend.

Then give each student one of the storybooks you have prepared. Tell each student to think of a story about a friend, or one about herself and a friend. If necessary, help the students think of story topics. ("Did you and your friend do something nice last summer?" "Do you ride the bus with your friend?" "Is there something special about your friend?")

Ask each child to draw pictures for his story, then dictate the story to you. As the student dictates, write the story in the storybook. When the student has finished, read the story aloud and ask him if he can think of a title for it. Write the title on the cover.

Read all the stories to the class.

DEVELOPMENTAL LESSON: THINGS I LIKE; THINGS I DISLIKE

OBJECTIVE #8: Identify some personal likes and dislikes.

MAIN IDEA: I like some things and I dislike some things.

MATERIALS:
Pictures of foods cut from magazines
Crayons, markers
Construction paper about 12 x 10", one piece for each child
Drawing paper, 3 sheets for each child.
Staples or tape

PROCEDURES: Prepare one blank booklet for each student, with pages of drawing paper stapled to a construction paper cover. Divide the inside pages into sections, such as "FOODS I LIKE" and "FOODS I DON'T LIKE." Include as many different sections as you feel are appropriate, with such topics as: FOODS, COLORS, and ANIMALS.

Begin the lesson by asking the children to name foods they like. To get them started, show pictures of various foods. Have the children also name foods they dislike.

Next show the children the sections of their booklets labeled "FOODS I LIKE" and "FOODS I DON'T LIKE." Have the children draw pictures of foods they like and do not like on the appropriate pages. When they are done, have two children stand and name the foods they have drawn.

Use the same procedures to fill in colors, animals, toys, and any other categories you choose.

Display the children's books. Continue on other days, filling in more likes and dislikes until all the categories are complete.

EVALUATION: Students should identify at least two things they like and two things they do not like.

DEVELOPMENTAL LESSON PLAN: ANIMAL FRIENDS

OBJECTIVE #10: Identify animals that can be pets.

MAIN IDEA: Some animals can be our friends.

MATERIALS: Illustrations, photos, puppets, stuffed animals, or models of various animals. Include some animals that can be pets (cat, dog, parrot, fish, etc.) and some that cannot be pets (lion, elephant, zebra, etc.).

PROCEDURES: Ask a few of the students to name friends in the class. Explain to the children that sometimes animals can be special friends, too. Some animals can live in our homes or in school, and these animals are called pets.

Ask if any of the children have pets at home. If the children have difficulty identifying their pets, show pictures of your own or students' pets. Talk about your pet, if any, and ask the children with pets to talk about them. What kind of pet is it? What color is it, and how big? What is the pet's name? What kind of food does it eat, and where does it sleep? Encourage the children to show pictures. For children who do not have pets, ask whether they would like to have pets, and what kinds they would like.

Show the animal pictures and models to the group. Explain that some of the animals in the pictures can be pets, but others cannot. Explain that some animals cannot be pets because they are too big or too dangerous, they need too much to eat, or they eat foods that are difficult to obtain. As the children look at the animal pictures and models, call on individual children to identify those that could be pets. Be sure each child has an opportunity to participate.

EVALUATION: Each child should identify at least one animal that can be a pet.

EVALUATION: MY FRIENDS AND I

OBJECTIVE #2: **Dictate a story about oneself or a friend.**

STRUCTURED PROCEDURES: Ask each child to tell you a story about a friend or about herself and a friend. Explain that you will write the story as she dictates. Record the story as the student tells it. Let the child choose a title for the story and add drawings.

CRITERIA: Each child should dictate a simple story.

EVALUATION: MY FRIEND'S NAME

OBJECTIVE #6: **Through the air or in print, identify a friend's first and last name**

MATERIALS: Two sets of name cards, one set printed with first names and the other with last names.

STRUCTURED PROCEDURES: Seat students in a semicircle. Ask one child to stand and point to a friend. Ask the child to fingerspell the friend's first and last names. If he has difficulty spelling his friend's name, display the name cards and ask him to pick out his friend's first and last names.

CRITERIA: Each child should spell out a friend's first and last names through the air or in print.

EVALUATION: PEOPLE HAVE FEELINGS

OBJECTIVE #1: **Describe and label the feelings of themselves and others.**

MATERIALS: Illustrations of people showing the following emotions:

- happiness
- frustration
- surprise
- unhappiness
- sadness
- anger
- fatigue
- worry

STRUCTURED PROCEDURES: Seat students in a semicircle. Select one picture and show it to the children. Call on one child to identify and describe the feelings shown in the picture. Follow the same procedures until all the children have had turns and all the emotions are identified and described.

CRITERIA: Each child should identify and describe at least one emotion.

UNSTRUCTURED PROCEDURES: Observe the emotional responses of children as they participate in classroom activities. When a child clearly demonstrates an emotion (crying, laughing, yelling in anger), calm the child if necessary. When it is appropriate, ask the child to label and describe his feelings. Ask what made him sad, happy, angry, etc.

CRITERIA: Each child should describe and label his own feelings.

EVALUATION: ANIMAL FRIENDS

OBJECTIVE #10: **Identify animals that can be pets.**

MATERIALS: Pictures or models of animal, or stuffed animals, including some that can be home or class pets. Ask children to bring pictures of their own pets from home.

STRUCTURED PROCEDURES: Gather students in a group. Explain that they will look at pictures or models of animals, and you want them to tell you which animals might be pets. Then hold up one animal. Ask one child to identify the animal and to tell you if it could be a pet. Continue until all the animals are identified. Each child should respond at least twice.

CRITERIA: Each child should identify at least one animal that can be a pet.

STRUCTURED PROCEDURES: Gather the children in a group. Explain that the class will name some animals that can be pets. Ask one child to name one animal that can be a pet. Continue until all the children have responded at least once.

CRITERIA: Each child should name one animal that can be a pet.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates taught: _____________ through _____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
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OBJECTIVES	CRITERIA	COMMENTS
1. Identify several friends.	1 2 3	____________
2. Dictate stories about themselves and their friends.	1 2 3	____________
3. Create pictures of themselves and their friends.	1 2 3	____________
4. Discuss and demonstrate cooperative and uncooperative behaviors.	1 2 3	____________
5. Identify the months of their friends' birthdays.	1 2 3	____________
6. Give a friend's first and last names through the air or in writing.	1 2 3	____________
7. Use descriptive words to compare and contrast personal characteristics.	1 2 3	____________
8. Identify some personal likes and dislikes.	1 2 3	____________
9. Describe and label their own feelings and those of others.	1 2 3	____________
10. Identify animals that can be pets.	1 2 3	____________

11. List necessary tasks in caring for a pet. 1 2 3 ____________

ADDITIONAL NOTES: ____________

UNIT 3: IN MANY DIFFERENT FAMILIES

OVERVIEW: **In this unit, students will learn how family members work together, and that families come from different cultures.**

MAIN IDEAS:

1. Family members work together.
2. Family members do many things together.
3. Families come from different cultures.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from OPR 1, Unit 3 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Compare and contrast families from different cultures: deaf, Hispanic, Chinese, African).
2. Compare and contrast different family holidays.
3. Identify and describe jobs and responsibilities of family members.
4. Identify ways that families work together (getting dinner, shopping, etc.).
5. Identify activities that family members enjoy together (watching TV, trips to the zoo, etc.).

UNIT 3: IN MANY DIFFERENT FAMILIES

ROUTINES **ACTIVITIES**

GROUP

Choose two or three different cultures to focus on. If possible, use diverse cultures from your own class. Review the following areas to help the children compare and contrast differences in families:

- family size
- clothing
- food
- language

Take students to the library to get books about families in different cultures. Read the books in class. Ask questions that require them to compare the cultures. (Objective 1)

Ask family members from each culture you have chosen to visit the class and talk about their cultures. Discuss the visitors with the children, comparing the different cultures (Objective 1). Have the students write thank you notes to the people who visit.

Have parents send in photographs of their families celebrating particular holidays or special occasions (birthdays, Christmas, Chanukah, Halloween, Thanksgiving). Display the pictures in class. Compare and contrast the holiday celebrations. (Objective 2)

Display holiday symbols around the room: Jack-o-Lantern, birthday cake, Christmas tree, Easter rabbit, Chanukah menorah, turkey, etc.). Have children identify the symbols and learn the signs for the holidays they represent. (Objective 2)

Display people doing household chores--washing dishes, taking out the trash, vacuuming, doing laundry, mowing the lawn, raking leaves). Have students identify each job and name the members of their families who are primarily responsible for that job. Ask them to list other responsibilities of family members (Objective 3).

Generate a list of ways that families work together. If necessary, provide illustrations to stimulate discussion. Focus on such activities as preparing dinner, cleaning the house, taking care of pets, washing the car, shopping for food. (Objective 4)

Discuss in class the jobs and responsibilities that students might have at home. Have them draw pictures of their jobs. (Objective 3)

GROUP (continued)

Ask families to send in pictures of vacations or special outings they have taken. Have the children discuss the pictures their families send in and identify the things family members do together. (Objective 5)

FREE CHOICE/ PLAY

While learning about other cultures, leave relevant books, pictures, clothing, and other distinctive objects that are available in the free choice area. (Objective 1)

Generate a list of jobs that can be done during free choice time, such as putting toys away or watering plants. Let students choose jobs they wish to do. (Objective 3)

INTRODUCTORY LESSON PLAN: DIFFERENT FAMILIES

OBJECTIVE #1: **Compare and contrast families from different cultures--deaf, Hispanic, Asian, African, etc.**

MAIN IDEA: There are different kinds of families in different parts of the world.

MATERIALS:

Family photos of class members.
Magazine photos, study prints, news photos or books depicting families from different parts of the world, such as Mexico, Africa, China.
Globe or world map.
Foods for an ethnic snack or lunch (optional).
Assistive devices for deaf people (optional).

PROCEDURES: Set up a display that includes family photos of class members and pictures of families from different countries and cultures. If possible include photos of deaf families showing members signing to each other.

Seat students in a semicircle. Explain that they will learn about families in different parts of the world. Have the children look at pictures of families. Explain that some of the families live in our country and some live in different countries. Ask the children to find the photos of their own families.

Then focus on the pictures that show families from one or two other countries. Show the photos to the children. Explain where the families live and find the countries on a map or globe. Discuss some of the similarities and differences among the families and their cultures.

Use the photos to show ways in which families in other countries resemble the children's own families.

- They have both adults and children.
- They love each other and take care of each other.
- They may include extended family members, such as grandparents, uncles, and aunts.
- They may include pets.
- They live in houses and apartments.
- They use cars, bicycles, buses, trains and planes for transportation.
- They like to play and work together.

PROCEDURES (continued)

Tell the children that families in other countries may also be different from their families in some ways. They may cook and eat different foods. They may look a little different and wear different kinds of clothes. Again, use the photos to illustrate these differences. If possible, show pictures of ethnic foods and prepare ethnic snacks for the children to taste.

Also explain that people in many other countries speak different languages than English. If possible, show the children familiar words written in other languages, or teach signs from another country. Explain that deaf families in the United States and in other countries may use assistive devices at home. If possible, show children some of these devices--TDD, doorbell, lights, TV decoder, etc.

Select several pictures from the display. Call on individual children to look at the photos and compare and contrast their own families with the families in the photos. Continue until each child has participated.

Show movies or filmstrips or read books about families from different cultures.

EVALUATION: Each child should be able to compare and contrast families of various countries and cultures.

DEVELOPMENTAL LESSON: FAMILY HOLIDAYS AND SPECIAL DAYS

OBJECTIVE 2: Compare and contrast different family celebrations.

MAIN IDEA: All families celebrate special days.

MATERIALS: Pictures symbolizing various holidays: Jack-O-lantern, birthday cake, Christmas tree, Easter rabbit or Easter eggs, American flag, turkey, Chanukah menorah, etc.
Outline of a birthday cake for each child.
Crayons, markers, stickers, glitter, glue.
Names of holidays printed on paper strips.
Photos of family celebrations: holidays (Christmas, Passover, Chinese New Year, Kwanza, etc.), or special days (birthday, Bar Mitzvah, Christening, etc.).

PROCEDURES: Seat students in a semicircle. Explain that people celebrate holidays and special days because of important things that happened on those days in the past. For example, we celebrate birthdays because people we like were born on that day years ago. Give the date of your birthday and explain that you were born on that day a long time ago.

Ask the children to help you list some holidays and explain why people celebrate them. Show the children the pictures of symbols of the various holidays. Explain that most people associate particular items or symbols with different holidays. Give one or two examples, then ask the children to look at pictures and to try to name the holiday each one represents.

If necessary, supply the correct name of the holiday and teach the sign for that holiday. As the children discuss the holidays represented in the pictures, tape the pictures and corresponding holiday name strips on the board.

Explain that not all families celebrate the same holidays, or celebrate in the same way. Display the family holiday photos. (If family pictures are not available, use illustrations from magazines or books.) Ask each child to identify her family photo or one of the illustrations, and tell about the family celebration.

Ask specific questions to help students compare and contrast the family celebrations. Have children observe which families celebrate which holidays, what kinds of foods are eaten on the various holidays, whether people give and receive gifts, what other customs are followed, and how the children participate in family celebrations.

PROCEDURES (continued)	If possible, display special objects families use during family holidays or celebrations: a menorah, an angel for the Christmas tree, Easter decorations, Halloween costumes, etc. Explain how families use these objects. Ask the children what kinds of things they might see at a birthday party (cake, ice cream, funny hats, balloons, candles, gifts), and to explain how they are used. Give each child a birthday cake outline and set out crayons, markers, stickers, glitter and glue. Ask each child to decorate a birthday cake. Send the finished pictures home to be used as decorations for family birthdays.
EVALUATION:	Each child should compare and contrast family holidays.

DEVELOPMENTAL LESSON PLAN: FAMILIES WORK TOGETHER

OBJECTIVE 4: **Identify ways that families work together.**

MAIN IDEA: Family members work together.

MATERIALS: Pictures of family members working together--getting dinner, washing the car, mowing the lawn, etc.
Pictures of family members celebrating birthdays.
Drawing paper, crayons or markers

PROCEDURES: Seat students in a semicircle. Explain that the class will discuss how families work together. Ask how many children help their parents at home. Have them name and describe their household chores, such as feeding or walking a pet, watering plants, setting the table for dinner. Explain that when children do chores at home, they are helping their families work together. Have the children draw pictures of their household chores.

Display the photos of family birthday parties. Call on a child to describe what is happening in one of the photos. Then, ask the children if they think the family members in the picture worked together to prepare for the party. When a child says "yes," ask the group to think of things the family members did to get ready for the party (baked a cake, hung decorations, wrapped presents, set the table, etc.). Write the chores on the board.

Show a picture of a family eating dinner. Ask one child to describe the photo. Discuss how family members might work together to prepare dinner. For example, the mother might buy the food and cook the chicken, the brother might set the table, the sister might pour the milk, and the father might make the salad.

Call on each child to think of ways the family might work together. Include cleaning up after meals--clearing the table, loading the dishwasher or washing the dishes, putting leftovers in the refrigerator, etc.

Explain that families work together in a lot of ways. Display one picture at a time and call on individual students to discuss how members of this family might work together. Be sure each child identifies at least one way family members work together.

EVALUATION: Each child should identify at least one way family members work together.

EVALUATION: DIFFERENT FAMILIES

OBJECTIVE #1: **Compare and contrast families from different cultures.**

MATERIALS: Photos and drawings of families from different cultures.

STRUCTURED PROCEDURES: Display pictures of families from various cultures. Select two pictures and call on one student to compare and contrast the families shown in the photos. If necessary, ask questions to help with the comparison. "Who are the members of these families?" "What kinds of clothes do these families wear?" Continue until each child has had an opportunity to participate.

CRITERIA: Each child should identify at least two ways families from different cultures are similar, and at least one way they are different.

EVALUATION: FAMILIES WORK TOGETHER

OBJECTIVE #4: **Identify ways families work together.**

MATERIALS: A drawing or photo of a family that does not show the family working together. It might show a family sitting at a table or walking in the woods together.

STRUCTURED PROCEDURES: Gather the children in a group. Show the picture of the family. Ask each child to name one way this family works together (preparing meals cleaning the house, taking out the trash, taking care of pets, etc.).

CRITERIA: Each child should name at least one way families work together.

EVALUATION: HAVING FUN TOGETHER

OBJECTIVE #5: **Identify things family members can enjoy doing together.**

MATERIALS: Photos and drawings of family activities (trip to the zoo, family picnics, playing games, visiting a museum, etc.)

STRUCTURED PROCEDURES: Seat students in a semicircle. Call on one child to identify an activity that family members can do together. Write the activity on the board. If a student has difficulty responding, select a picture of a family activity and ask the child to identify the activity shown in the picture. Follow the same procedures until every child has an opportunity to respond.

CRITERIA: Each child should identify at least one activity that family members can do together.

PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________ **Date:** __________

Dates taught: __________ through __________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Compare and contrast families from different cultures.	1 2 3	____________
2. Compare and contrast different family holidays.	1 2 3	____________
3. Identify and describe jobs and responsibilities of family members.	1 2 3	____________
4. Identify ways that families work together.	1 2 3	____________
5. Identify activities that family members enjoy together.	1 2 3	____________

ADDITIONAL NOTES: ______________________________

UNIT 4: PEOPLE HELP US IN OUR NEIGHBORHOOD

OVERVIEW: In this unit, students will compare and contrast their neighborhoods. They will also learn about people who work in their neighborhood and the jobs that they do.

MAIN IDEAS:

1. People live in different kinds of neighborhoods.
2. People help each other in their neighborhood.
3. People go places in different ways.
4. People in other countries also live in neighborhoods.

ENTRY LEVEL BEHAVIORS: Each child should have completed a majority of the objectives from OPR 1, Unit 4, before beginning this unit.

OBJECTIVES: Children will be able to:

1. Understand the concept of neighborhood and identify cities and farms from photographs or models.
2. Describe similarities and differences in neighborhoods (city/farm, old/new, etc.).
3. Describe ways people can go places in neighborhoods--by car, bus, bicycle, or subway; on foot.
4. Identify and describe neighborhood services and jobs of familiar neighborhood workers.
5. Match familiar workers, their uniforms, vehicles, and buildings.
6. Compare and contrast their own neighborhood with neighborhoods in other countries.

UNIT 4: PEOPLE HELP US IN OUR NEIGHBORHOOD

ROUTINES	ACTIVITIES
GROUP	Explain that not all neighborhoods are the same. Some are new and some are older. Some are very quiet, others have more people and traffic. Some neighborhoods have tall buildings. Some have animals. Display photographs or drawings of a city and a farm. Discuss them and make comparisons: cities have tall buildings, lots of people and traffic, farms have more open space, green plants, and farm animals and fewer people and cars. Call on different students to identify pictures of a farm and a city. (Objectives 1 & 3) Provide two large pieces of butcher paper and markers or crayons. Ask the children to draw a mural of a city. Before beginning, discuss what should be included in the mural. When the city mural is finished, hang it in the classroom. Follow the same procedures to make a mural of a farm, and hang it next to the city mural. Have children identify the murals and describe their similarities and differences. (Objectives 1 & 3) Set out blocks for the children to play with. Ask them to build a city and a farm with the blocks. (Objectives 1 & 3) Review the idea that all neighborhoods are not the same. Explain that neighborhoods may be different because some are older than others. Older neighborhoods may have larger or smaller houses, or the houses may be closer to each other. The streets may be narrower, too, and there may be no garages. Newer neighborhoods may have wider streets, more grass, and more space for cars. (Objective 1) Display pictures of older and newer neighborhoods. Ask the children to identify older and newer neighborhoods. Ask them to tell you how these neighborhoods are alike and different. (Objective 3) Take a walking tour of the neighborhood around the school. Point out different places on the tour. See and discuss as many of the following places as possible: a library, grocery store, fire station, hospital, and police station. (Objective 1) Show photos and illustrations of community workers. Ask the children to describe the workers' jobs. (Objective 4)

GROUP (continued)

Display illustrations of familiar neighborhood workers, with appropriate uniforms, vehicles, and buildings. Then display separate photos or sketches of workers, uniforms, vehicles, and buildings. (Objective 4)

Distribute drawing paper and crayons and have children draw community workers in uniform. (Objective 5)

Post photos of a police officer, a nurse, a fire fighter, a mail carrier, and a bus driver on the board. Have the children identify the workers and describe their jobs. (Objective 4)

Give each child a drawing of one of the worker's uniforms, vehicles, or buildings. Ask the child to match the drawings with the appropriate workers. (Objective 4)

Show a map of the world. Point out the U.S. on the map. Explain that people in other countries also live in neighborhoods, too. Point out Mexico. Tell students that neighborhoods in Mexico are like U.S. neighborhoods in some ways and different in other ways. Display photos of Mexican neighborhoods on the board. Have children look at the pictures and compare Mexican and U.S. neighborhoods. (Objective 6)

If possible, follow the same procedure with one or two other countries. (Objective 6)

INTRODUCTORY LESSON PLAN: OUR NEIGHBORHOOD

OBJECTIVE 1: Understand the concept of neighborhood and identify cities and farms from illustrations and models.

MAIN IDEA: Introduce the concept of neighborhood.

MATERIALS: Illustration of a neighborhood showing familiar features:

- houses
- apartment buildings
- streets with cars, taxis, buses
- buildings (church, grocery store, library, hospital, etc.)

PROCEDURE: Display the picture of a neighborhood and tell what it is. Give the children time to look at it. Explain that a neighborhood is a place where many people live and work. A neighborhood has people, stores, streets, traffic, houses, apartments, and other buildings. As you name each of these characteristics, point to them in the illustration.

Explain and discuss the function of the different buildings in the neighborhood. For example, remind the children that people go to the grocery store to buy food, and to the hospital when they are sick.

Have the children look at the different kinds of homes in the neighborhood. Explain that people in a neighborhood may live in houses, townhouses, or apartment buildings. Ask the children to pick out a house, a townhouse, and an apartment building in the picture. Ask each child to tell you whether she lives in a house, townhouse, or apartment.

If possible, take a walk around the school neighborhood. Point out the different types of houses and other buildings and the traffic. Also, point out some of the people who live and work in the neighborhood.

EVALUATION: Each child should be able to describe the neighborhood illustration and identify various characteristics of a neighborhood.

DEVELOPMENTAL LESSON PLAN: TRANSPORTATION

OBJECTIVE 3: Identify ways people can go places in neighborhoods.

MAIN IDEA: People go places different ways in neighborhoods.

MATERIALS: Illustrations of different methods of transportation: car, train, bus, bicycle, walking, taxi, subway, etc.

PROCEDURES: Seat the children in a semicircle. Call on three or four children to tell you how they came to school today. Ask several other children how they go shopping with their parents. List the methods of transportation the children name on the board. Explain that these are some of the ways people go from place to place in a neighborhoods. Tell the children how you go to work or shopping.

Display the transportation pictures. Call on individual children to identify the methods of transportation shown in each picture. Ask if any of the children have ridden in a taxi or on a subway. If some children have, ask them to talk about it.

Review the different methods of transportation by asking children to list and describe them for you.

EVALUATION: Each child should identify at least two ways people can go places in neighborhoods.

DEVELOPMENTAL LESSON PLAN: NEIGHBORHOOD WORKERS

OBJECTIVE 5: Match familiar workers with their uniforms, vehicles, and buildings.

MAIN IDEA: People work in the neighborhood.

MATERIALS: Pictures of familiar workers, their uniforms and vehicles, and the buildings where they work, for instance:

- o Nurse--white uniform--hospital or clinic
- o Police officer--blue uniform--police car--police station
- o Fire fighter--waterproof uniform--fire engine--fire station

Drawing paper, crayons and markers

PROCEDURES: Seat the children in a semicircle. Explain that they are going to learn about neighborhood workers. Display the photos. Ask the children to identify the various workers and describe their jobs briefly. Then ask the children to identify the vehicles and buildings shown in the photos. Have them match the workers to the appropriate vehicles or buildings.

Invite a police officer or fire fighter to visit the classroom to discuss his or her job. If possible, arrange to let the children explore the police car or fire truck.

If there is a hospital, police station, or fire station near school, take a neighborhood walking tour to see it. Ask students to describe the buildings and workers they saw when they return to the classroom. Have each child draw a picture of a neighborhood worker.

EVALUATION: Each child should match familiar workers to their uniforms, vehicles and buildings.

EVALUATION: OUR NEIGHBORHOOD

OBJECTIVE 1:	Understand the concept of neighborhood; identify cities and farms from illustrations and models.
MATERIALS:	Pictures and models of cities and farms.

STRUCTURED PROCEDURES:	Display the pictures and models of cities and farms. Ask child individually to identify a city and a farm.
CRITERIA:	Each child should identify a picture or model of a city and a farm.

UNSTRUCTURED PROCEDURES:	Leave models of a city and a farm out for children to use. As you see children playing with the models, ask them to identify the city and the farm. Continue until each child has participated.
CRITERIA:	Each child will identify a city and a farm from models.

EVALUATION: OUR NEIGHBORHOOD

OBJECTIVE 2: Describe similarities and differences in neighborhoods.

MATERIALS: Pictures of various neighborhoods showing office buildings, congested streets, city parks, large apartment buildings, townhouses, suburban streets, shopping mall, farmhouse, farm fields and animals.

STRUCTURED PROCEDURES: Display illustrations of various neighborhoods. Ask a child to describe three or four of the pictures and compare the neighborhoods. If necessary, ask questions to help the child make comparisons: "Are there lots of cars and people on these streets?" "Do you see animals and wheat fields in this neighborhood?" Continue until each child has had an opportunity to participate.

CRITERIA: Each child should identify at least one similarity and one difference in pictures of different neighborhoods.

EVALUATION: NEIGHBORHOOD PEOPLE

OBJECTIVE 4: Identify and describe the jobs of familiar neighborhood workers.

MATERIALS: Pictures from a book or magazine that show neighborhood workers performing their jobs.

STRUCTURED PROCEDURES: Display the photos of neighborhood workers. Select one photo and call on a child to identify the worker and describe the job or service the worker performs. Continue until all the workers are identified and their jobs described and each child has responded at least twice.

CRITERIA: Each child should describe the jobs of at least two neighborhood workers.

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PRESCHOOL CURRICULUM GUIDE

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OBJECTIVES	CRITERIA	COMMENTS
1. Understand the concept of neighborhood; identify cities, farms from photos or models.	1 2 3	______________________
2. Describe similarities and differences in neighborhoods.	1 2 3	______________________
3. Describe ways people can go places in neighborhoods.	1 2 3	______________________
4. Identify, describe neighborhood services and jobs of familiar neighborhood workers.	1 2 3	______________________
5. Match familiar workers, their uniforms, vehicles, buildings.	1 2 3	______________________
6. Compare and contrast their own neighborhood with neighborhoods in other countries.	1 2 3	______________________

ADDITIONAL NOTES: ____

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UNIT 5: THINGS CHANGE OVER TIME

OVERVIEW: **In this unit, students will learn that people, plants, and animals change and grow in a specified sequence of stages. They will learn about seasonal changes and about predicting change.**

MAIN IDEAS:

1. People and animals go through life stages.
2. Things change in a certain order.
3. One season follows another.
4. We can predict change.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from OPR 1, Unit 5 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Describe and sequence the major growth stages in the lives of people, animals, and insects.
   a. People: infant, child, adult.
   b. Poultry: egg, chick, chicken.
   c. Butterflies: egg, caterpillar, chrysalis, butterfly.
2. Predict how they will live and what jobs they might have as adults, for instance: "I will move away from home. I will be a teacher."
3. Name the four seasons in sequence: summer, fall, winter, spring.
4. List appropriate activities and clothing for each season.
5. Identify the life stages of plants: seed, plant, flower, seed.
6. Predict changes in plant growth under certain conditions: no water, dim light, poor soil.
7. Predict certain kinds of changes and identify their causes. (Take a snowball into the house. Effect: it will melt; Cause: heat.)

UNIT 5: THINGS CHANGE OVER TIME

ROUTINES	ACTIVITIES
GROUP	Introduce the concept of growth over time by having the children compare clothing worn by babies, children, and adults. Describe these major stages of human development. Have the children sequence the stages. (Objective 1)
	Collect pictures that show the sequence of growth in humans, animals and insects. Show the pictures one at a time. Ask the children to discuss what they see. Explain each stage of growth and have the children sequence the pictures. (Objective 1)
	Talk to the children about growing up and becoming adults. Tell them about your own growing-up experiences or read stories that deal with the topic. Ask children to predict how they might live and what jobs they might want to have as adults. (Objective 2)
	Invite other adults to visit the classroom to talk about growing up, moving away from home, and selecting careers. Ask children to make predictions about their futures. (Objective 2)
	Bring in old calendars and magazines. Have the children cut out pictures of the four seasons, then put the pictures in sequence. (Objective 3) Ask the children to list appropriate activities and clothing for each season. (Objective 4)
	Show pictures of the life stages of a plant (e.g., seed, plant, flower, seed). Describe each stage and ask the children to identify the stages. (Objective 5)
	Conduct experiments on plants (e.g., remove from soil, deprive of sun or water). For additional experiments, ask the children to predict changes in the plant growth. (Objective 6)
	Conduct other experiments. Bring a snowball inside, put ice in a sunlit window, fry an egg, put water in the freezer, etc. For each experiment, ask the children to predict what kinds of change will occur and explain why. (Objective 7)

DEVELOPMENTAL LESSON PLAN: LIFE STAGES

OBJECTIVE 1: Describe and sequence the major stages development for human beings, animals, and insects.

MAIN IDEA: People and animals go through life stages.

MATERIALS: Book, The Very Hungry Caterpillar
Photos of a human infant, child, and adult; an egg, chick, and chicken; caterpillar, chrysalis, and butterfly
Drawing paper, crayons, and markers

PROCEDURES: Seat the children in a semicircle. Show pictures of babies and remind the children that they were once babies, but now they are growing up. Explain that people and animals go through stages. When people are first born, they are babies. Babies cannot do very many things by themselves. They depend on their parents for food and protection. Babies grow into children, and children become adults.

Show pictures to illustrate the growth process. Ask children to classify themselves and their parents as children or adults. Then have them describe the growth stages in sequence. Explain that animals also go through specific growth stages.

Read The Very Hungry Caterpillar and show the pictures. Ask the children to describe each stage in a butterfly's life and to put the stages in sequence.

Using the same procedures, discuss the development of an egg to a chick, and then to a chicken. Show illustrations. Review the life stages of people and animals. Ask individual children to name and describe each stage in sequence. Have each child select one animal and draw pictures of the life stages of that animal, in sequence.

EVALUATION: Each child should describe the major developmental stages of people, animals and insects in sequence.

DEVELOPMENTAL LESSON PLAN: WHEN I GROW UP

OBJECTIVE 2: **Children will predict how they will live and where they might work as adults.**

MAIN IDEA: I can predict some changes in my life.

MATERIALS: Children's library books on various career options
Photos of various careers

PROCEDURES: Before beginning the lesson, collect information from parents on their past, current, and projected careers.

With students in a group, ask, "Whose Mommy and Daddy go to work?" Ask those who respond what their parents do. If children are unsure whether their parents have jobs, share the information the parents gave you. Describe the jobs briefly and emphasize their variety.

Explain that as people grow up they experience many changes. Ask the children to name some of the things they might do. For instance, They will probably go to college, move away from their parents' home, learn to drive. Explain that they will also have jobs. There are lots of different jobs, and people need to think carefully about what they want to do. Ask the children if they have any ideas about what they might like to do when they grow up. Display photos and talk about people working in different jobs.

Display library books about careers. Read descriptions of some of the jobs in the books. Ask students to name particular jobs they are interested in and read about those jobs. For instance, for children who like to draw or paint, read about careers in art; for those who like to build things, read about construction or architecture; and so on. After you have discussed several jobs, ask each child to select one or two jobs he may enjoy as an adult.

Set up a "Career Corner" in your classroom. Put the career books and photos in this area for the children to look at.

EVALUATION: Each child should predict how she will live and what kind of job she might have as an adult.

DEVELOPMENTAL LESSON PLAN: PREDICTING CHANGE

OBJECTIVE 7: Predict a change and its effect, and identify the cause.

MAIN IDEA: We can predict change.

MATERIALS: Ice cubes or snow, enough for each child and the teacher
Plastic lids from coffee cans for everyone

PROCEDURES: Before starting the lesson, write each child's name on a plastic lid. Seat the children in a semicircle. Explain that many things change--the seasons, people and animals, trees and flowers, and so on. Sometimes people can predict changes and identify their causes and effects. Explain that today the class will watch something change. They will try to identify why the change happened, and the result of the change.

Put an ice cube or snow on your plastic lid. Remind the children that ice and snow can change and become different. Then put the lid on a table or window sill where the sun will warm it. Ask one child to try to predict what will happen to the ice or snow as it sits in the sun. Help the children reach the prediction that the ice will melt. The sun will melt it. It will change and become water.

Give each child an ice cube and a plastic lid. Have them put their ice cubes on the lids and set the lids in the sunlight. Ask the children what will happen to the ice. Let them watch the ice changing. Point out how it looks as it becomes smaller, as it melts, as it turns to water. When all the ice cubes have melted, pour the water into a glass and use it to water the plants.

Let children help you freeze water to make ice, make jello, scramble eggs. For each experiment, ask the children why the change happened and what its effect was.

EVALUATION: Each child should predict the effect of a change and identify its cause.

EVALUATION: THE SEASONS CHANGE

OBJECTIVE 4:	List appropriate activities and clothing for each season.
MATERIALS:	Photos/illustrations of the four seasons.

STRUCTURED PROCEDURES: Seat the children in a semicircle. Select one photo or illustration of a season and show it to the children. Call on one child to identify the season in the picture. Ask the children to think about activities they can do during that particular season, and call on each child to name an activity. List all activities on the board. Then, ask the children to name clothing that is appropriate for the season. Again, each child should participate. List the articles of clothing on the board.

Continue with the same procedures until children have named activities and clothing for each season.

CRITERIA: Each child should name at least one activity and at least one article of clothing appropriate for each season.

EVALUATION: WHAT PLANTS NEED TO GROW

OBJECTIVE 6: Given special conditions, predict changes in plant growth.

MATERIALS: Live plant in pot

UNSTRUCTURED PROCEDURES: Show the plant to each child individually. Ask her to tell you what will happen to the plant if:

- You do not water it enough.
- You put it in the basement where there are no windows and no sunlight.
- You take it out of the soil

CRITERIA: Each child should predict at least two changes in plant growth under three specific conditions.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Describe and sequence the major growth stages in the lives of people, animals, and insects.	1 2 3	____________
2. Predict how they will live and what jobs they might have as adults.	1 2 3	____________
3. Name the four seasons in sequence.	1 2 3	____________
4. List appropriate activities and clothing for each season.	1 2 3	____________
5. Identify the life stages of plants.	1 2 3	____________
6. Predict changes in plant growth under certain conditions.	1 2 3	____________
7. Predict certain kinds of changes and identify their causes.	1 2 3	____________

ADDITIONAL NOTES: ______________________________

____

____

____

UNIT 6: SEE YOU NEXT FALL

OVERVIEW: In this unit, the children will learn to identify the summer months, discuss appropriate summer activities, and identify jobs to be done before leaving school. They will also be able to describe how their school environment will change in the fall.

MAIN IDEAS:

1. June, July and August are the summer months.
2. We can predict summer activities.
3. We can identify and complete jobs for cleaning the classroom.
4. In the fall, we will be in a new classroom with a different teacher and some different classmates.

ENTRY LEVEL BEHAVIORS: Each child should have completed most of the objectives from YPR 2, Unit 6 before beginning this unit.

OBJECTIVES: Children will be able to:

1. Identify the summer months--June, July, August.
2. Sequence the summer months.
3. Predict things they will do in the summer.
4. Identify necessary jobs for cleaning the classroom.
5. Choose and complete a clean-up job.
6. Specify that they will be in the Primary Department in the fall.
7. State that they will have a different teacher and possibly different classmates in the fall.

UNIT 6: SEE YOU NEXT FALL

ROUTINES ACTIVITIES

GROUP

Name each month of the year and ask "Is this a summer month?" Call on each child to name the summer months. (Objective 1)

Show pictures depicting summer weather. Ask students to name appropriate summer activities. (Objective 3) To help children get started, show pictures of people involved in summer activities and ask them to identify the activities.

Create a "Summer Months" display with the children. Cut photos of summer activities from magazines or old calendars. Ask them to identify the activities. (Objective 3) Make a bulletin board collage of the pictures.

Show children the calendar pages for the months of June, July, and August. Talk about these three months and explain that they are the summer months. Call on different children to name the summer months in sequence (Objectives 1 and 2). Print the names of the summer months on paper and tape the names to the "Summer Months" display.

Have the children practice memorizing the sequence of the summer months. Make a photo/calendar display of summer pictures. Call on children to recite the sequence of the summer months. (Objective 2)

Describe the summer months. Explain that the weather is warm, it stays light longer, flowers bloom, grass and trees are green, and people spend more time outside. Call on children to predict things they will do in summer. (Objective 3)

Organize a "Clean Up" day with the children. Explain that the classroom has to be cleaned. Ask children to predict the tasks necessary to clean the classroom. (Objective 4)

List the necessary tasks on the board. Ask each child to select one task to complete. (Objective 5) Provide supplies and assistance so students can complete their tasks. As jobs are finished, check them off the list on the board.

Discuss changes the children will experience during the summer: They may grow taller; they may play with other children not in the class; they may not see the teachers, etc. (Objective 3) Explain that there will also be changes when they return to school. They will go to a new classroom. They will have a different teacher and probably some new classmates.

GROUP (continued)

Tour the school area or classroom where the children will be to school next year. If possible, introduce them to their new teachers. Have each child identify where he will be in the fall and state that he will have a different teacher and possibly also different classmates. (Objectives 6 & 7)

DEVELOPMENTAL LESSON PLAN: SUMMER MONTHS

OBJECTIVE 1: **Identify the summer months.**

MAIN IDEA: June, July and August are the summer months.

MATERIALS: Calendar pages for June, July and August

PROCEDURES: Post the three calendar pages where children can see them. Review the four seasons and compare seasonal activities and clothing. Then explain that every season is made up of months. A month is one way to measure time; it has about 30 days. There are 12 months in every year, and seasons are made up of approximately three months.

Point to the calendar pages. Show the children that the three months of summer are June, July, and August. Describe those months in greater detail and review summer activities. Then call on children to identify the summer months.

EVALUATION: Each student should identify the summer months.

DEVELOPMENTAL LESSON PLAN: SUMMER ACTIVITIES

OBJECTIVE 3: **Children will predict appropriate activities they will do in the summer.**

MAIN IDEA: We can predict summer activities.

MATERIALS: Drawing paper, crayons or markers
Photos of typical summer activities

PROCEDURES: Post photos of typical summer activities on the board. Ask the children to identify the activities. Then ask if anyone in class has ever done any of the things in the pictures. List the activities children name on the board.

Ask children if they can predict some of the things they will do this summer. If necessary, talk about activities you are planning. Call on individual children to predict their summer activities. List the activities on the board.

Ask each child to draw a picture of one activity for next summer.

EVALUATION: Each child should predict at least two activities for the coming summer.

DEVELOPMENTAL LESSON PLAN: SCHOOL IS CLOSING

OBJECTIVE 4: **Predict necessary jobs for cleaning the classroom.**

MAIN IDEA: We can list necessary jobs for cleaning the classroom.

PROCEDURES: Seat the children in a group. Remind them that school is going to close for the summer. Explain that before school closes, the classroom has to be cleaned. There are lots of jobs for people to do to clean the classroom.

Ask the children to look around the room and try to predict some jobs that should be done to clean the room. If necessary, make suggestions and ask questions. For example, you might point to a potted plant and ask "Can we leave this plant here all summer?" Or indicate toys scattered around the room and ask "Do we need to do something with these toys?" As children name jobs that need to be done, list their predictions on the board.

EVALUATION: Each child should predict at least one necessary job for cleaning the classroom.

EVALUATION: SUMMER ACTIVITIES

OBJECTIVE 3: **Children will predict appropriate activities they will do in the summer.**

MATERIALS:	Chart paper and markers
STRUCTURED PROCEDURES:	Seat the children in a semicircle. Ask them to predict what they will do in the summer. If necessary, help start the discussion by asking questions or talking about some of your summer activities. Write the children's predictions on the chart paper.
CRITERIA:	Each child will predict at least one appropriate activity for the coming summer.

EVALUATION: CLASSROOM CLEAN-UP

OBJECTIVE 5: **Children will choose and complete classroom clean-up jobs.**

MATERIALS: List of clean-up jobs.
Materials and equipment the children will need to complete clean-up tasks: trash bags, boxes, rags, sponges, etc.

STRUCTURED PROCEDURES: Seat the children in a semicircle. Explain that together, you are all going to clean the classroom and leave it neat for summer. Identify each of the jobs that needs to be done. Ask for one or two volunteers for each job. List the jobs and the volunteers on the board. Provide the necessary cleaning materials for each child. Allow adequate time and supervision so the children can complete the jobs. As each job is completed, check it off the list.

CRITERIA: Each child will select and complete a clean-up job.

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PRESCHOOL CURRICULUM GUIDE

Student Achievement Record

NAME: ______________________________ **Date:** ______________

Dates taught: ____________ through ____________

EVALUATION KEY

1. Not Competent: Student cannot demonstrate performance of this skill or behavior.
2. Emerging Competence: Student is able to demonstrate some performance of this skill or behavior.
3. Competent: Student consistently shows this skill. Behavior is now generalized.

OBJECTIVES	CRITERIA	COMMENTS
1. Identify the summer months.	1 2 3	____________
2. Sequence the summer months.	1 2 3	____________
3. Predict things they will do in the summer.	1 2 3	____________
4. Identify necessary jobs for cleaning the classroom.	1 2 3	____________
5. Choose, complete a clean-up job.	1 2 3	____________
6. Specify that they will be in the Primary Department in the fall.	1 2 3	____________
7. State that they will have a different teacher and possibly different classmates in fall.	1 2 3	____________

ADDITIONAL NOTES: ______________________________

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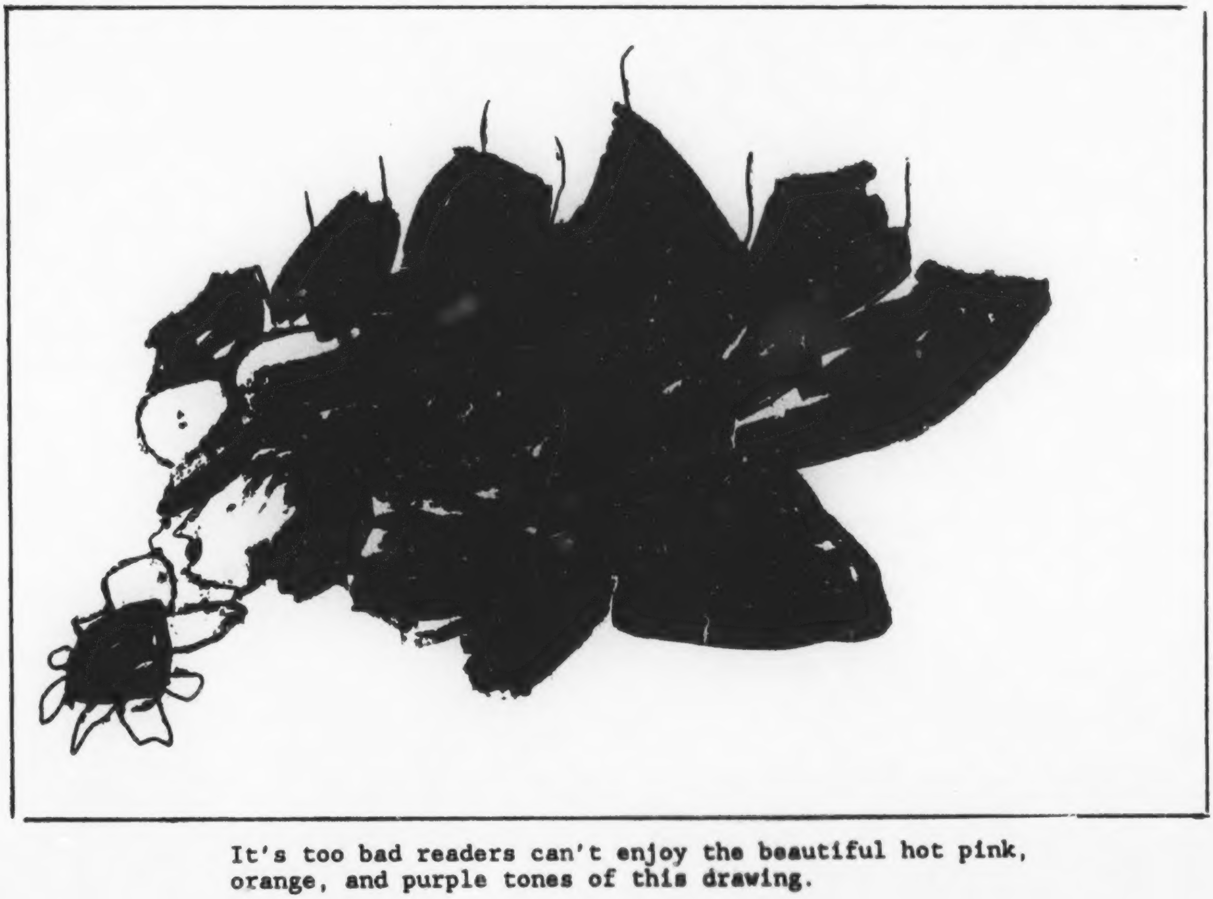

It's too bad readers can't enjoy the beautiful hot pink, orange, and purple tones of this drawing.

Is it Dracula? Or a very interesting butterfly?

APPENDIX A: BIBLIOGRAPHY AND RESOURCES

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APPENDIX B: KENDALL COMMUNICATIVE PROFICIENCY SCALE

The KDES language program is based on the premise that language develops out of daily referential and interactional use of language. Instructionally, the KDES goal is to provide students with contextual learning experiences that encourage this functional use of language. Effective language instruction, however, requires accurate assessment of students' language skills at any given time as a basis for setting up instructional objectives. At KDES this is accomplished through the use of the Kendall Communicative Proficiency Scale (KCPS), referred to as the P-Levels.

The KCPS is a descriptive, developmental scale, used to rate students' proficiency in through-the-air language. A student's language objective is always to reach the next level of proficiency (P-Level) on the scale. According to program evaluation findings, KCPS ratings correlate highly with measures of reading comprehension from the Standard Achievement Test (SAT) and with student network ratings in the curriculum goal area of Understanding the Reading Process. The high correlation between the proficiency levels and the SAT measures of reading comprehension, a norm-referenced achievement test, underscore the validity of the scale as a measure of language development.

Describing the P-Levels

The Kendall Communicative Proficiency Scale rates the communicative proficiency of deaf and hard-of-hearing children on a 14-point scale. Each proficiency level, or point on the scale, represents a comprehensive evaluation of the diverse but related factors that determine communicative competence.

The P-Levels consist of eight summary levels of language development (P-0+ through P-7), with six intermediate levels (P-1+ through P-6+). Each level defines a range of proficiency related to one language development criterion. The summary levels, written in paragraph form, start with level P-1, and there are intermediate or half steps between the summary levels (P-1, P-1+, P-2, P-2+, P-3, P-3+, P-4, P-4+, P-5, P-5+, P-6, P-6+, P-7). The intermediate levels represent midpoints of development between the summary levels.

Each step of the P-Levels is defined in terms of the following criterial categories: reference, content, cohesion, use, and form. Reference, as used here, focuses on the extent to which the student can make references beyond the immediate environment. Content may be considered an aspect of the communicative function, while use and form are broader equivalents, respectively, of function and structure.

There is considerable overlap between the categories on each level. A student who satisfies the criteria for one category on a given level is also likely to satisfy those of the other categories. That is because different performance criteria tap some of the same underlying cognitive and interpersonal skills. The overlap is not complete, however, since each category requires somewhat different roots of communicative competence.

It may be helpful to think of the critical categories in terms of questions with sets of possible answers, as suggested below:

Reference: What does the student refer to? How remote are his referents from the here and now?
Content: What does the student talk about? What sorts of objects, actions, and relationships are reflected in her conversation?
Cohesion: How and how effectively does the student link what he says to what others say before and after him?
Use: What does the student use language to do?
Form: What is the general form of the student's communication? How easy is it to talk with her? How easily does she talk with others?

Descriptions of Critical P-Scale Categories

Reference

The Reference category focuses on the kinds of things students refer to and the remoteness of their referents. In other words, it examines the student's ability to talk about things that have happened, are happening, or will happen in other places and times. The Reference category also examines the student's progress in talking about things that are more abstract.

Developmentally, this category addresses the student's growing ability to broaden his use of language beyond the here and now. In assessing a student's skills in this category, one asks the following questions: Are the student's communications limited to things in the immediate environment? Does he create distance by referring to things by name or pronoun? Does he refer to his own actions and to the actions of others? Does he refer to things that happen outside the immediate time and place? Does he refer to things that have no concrete form even in imagination--rules of games, principles, abstractions?

Content

The Content category examines the kinds of objects, actions, and relationships that are included in the student's communications. At the lower levels of the KCPS, Bloom's (1978) semantic categories may be used as the basis for categorizing this information. These categorical labels (action, attribute, etc.) describe a young student's knowledge about the ways in which different objects and people relate to one another through movements and actions.

As the student develops from the P-0 level through the P-7 level, the following questions might apply to communication content: Does the student refer to things that are connected with personal comfort, pleasure, and distress (e.g., familiar people and objects, needed goods and services)? Does she refer to things and actions in the immediate environment? Does she use several semantic categories in a single utterance? Can she talk about relationships between events and conditions, about her experiences, and about things that have no concrete form?

Cohesion

Cohesion relates to the way a student creates text; how he ties each utterance to those that precede or follow it. Textual cohesion depends upon the successful use of major syntactic utterances, establishing:

- What is to be taken as a topic and what is comment.
- What is old information and what is new.
- What is presupposed and what is asserted.

Cohesion is the quality that makes successive utterances into a whole text, or binds a series of expressions into a conversation. Assessment of a student's "text-making" should be based primarily on his control of syntax and his ability to take into account the perspectives, knowledge, and opinions of his conversational partners.

Use

The criterion of Use refers to the student's purposes in communication. What does she use language to do? In responding to this question, consider the student's ability to use language in the following ways:

- Share information with others.
- Gain their attention.
- Obtain goods and services.
- Report the presence, disappearance and return of people and things.
- Identify objects, their attributes and owners.
- Report her own actions and the unrelated actions of others.
- Create worlds of make believe.
- Represent relationships between events.
- Solve problems.
- Influence the attitudes and opinions of others.

Form

This criterion addresses the general structure of a student's communication. Once a child begins to communicate through signs and vocalizations, he progresses from using single signs or vocalizations to syntactically related components (units of meaning that, when combined, mean more than their individual parts). At the lower levels of the Proficiency Scale, it is helpful to relate form to the uses of language: How does the child make requests? How does he engage in interpersonal actions?

Preverbal forms of communication may include reaching gestures, looking back and forth between an adult and a desired object, pointing, smiling, laughing, and crying to communicate pleasure, amusement or frustration. At higher levels, more sophisticated forms enable students to communicate easily, accurately, and intelligibly with peers and adults. One might ask the following developmental questions about a student in relation to the category of Form:

- How easy is it to talk with him?
- How easily can he talk with others, including people who have little experience with deaf children?

THE KENDALL COMMUNICATIVE PROFICIENCY SCALE
(P-LEVELS)

(P-0+). The child is able to determine what another person is talking about by looking in the same direction. Although the child does not use words, he can communicate about his own comfort, pleasure, and distress. He also communicates about things, such as clothing, that are associated with his person and upon which he can act. The child responds attentively to turn-taking activities (such as peek-a-boo), but does not initiate the activity. He requests objects by reaching and sometimes opening and closing his fists. He calls attention to novel elements in the environment by pointing, or by holding them up for others to see. The primary forms of communication include stretching and holding gestures, facial expressions, and differentiated cries.

(P-1). The child refers to objects by holding them, looking at them, pointing and touching. As the child crawls and walks, she communicates about many objects, especially toys, lights, animals, and particular foods. The child initiates peek-a-boo and participates in other turn-taking activities, such as handing objects back and forth. She imitates the movement of others, but not necessarily to influence their actions. She uses nonverbal means to call attention to physical needs and to express personal reactions. The child uses similar movements to those listed in P-0+, but shifts her gaze back and forth between the object and the person whose help she wants in getting the object. By P-1+ the child imitates signs produced by others, although her hand configurations and movements may be imperfect. She may use a few idiosyncratic signs with consistent meaning.

(P-1+)

(P-2). The child uses single words or signs to talk about actions and things around him. He uses language to greet people, get their attention, ask for a few services and things, and to protest. He uses language to note when things are present or gone, or when they come back. He communicates a good deal more than he actually expresses explicitly by pointing, looking, and touching to identify what he is talking about. He also expects others to figure out what he leaves unsaid.

(P-2+)

(P-3). The child manages to communicate a lot more than she actually puts into words, but relies less on immediate physical context than at P-2, since she uses phrases and short sentences. She knows more words than others can keep track of easily. She talks about what she does while doing it and can request a wide variety of different things and services. She can identity many actions and things in pictures, and can describe people and objects by their familiar features. She talks about where things are, where they are going, and who owns them. She can use short phrases and sentences.

(P-3+)

(P-4). The child talks about things in the immediate physical environment, and about things he is about to do or has in mind to do. He talks about things other people are doing even if they don't relate to him directly. He uses language to create make-believe conditions. He can talk about several things at once, and manages to say most of what he means, rarely leaving things unsaid that should be expressed. He understands friends and familiar adults easily, and they understand him easily too.

(P-4+)

(P-5). The child tells complicated stories about things that happened in the past or may happen in the future. Even a stranger (at least one accustomed to deaf children) can understand her easily, and she can understand the stranger. They understand each other even when one of them doesn't know anything about the circumstances of the story. The child can say a lot about how:

- Different things relate to each other.
- One thing causes something else to happen.
- One thing contradicts another.
- One thing changes as a result of another.
- Some things have to wait on others.

The child can talk about the state of her own knowledge about things. She uses language to find out what is happening, what state things are in, what people are doing, and why. She can carry on an extensive conversation while sicking to the point, and has a lot to say from experience that relates to what another person is saying.

(P-5+)

(P-6). The child communicates successfully with almost anybody about things he (the child) has done or experienced. He can carry on long, complicated conversations with strangers who don't know anything about him or what he wants to discuss. In groups he is able to follow generally what everybody is saying, and can keep up a steady flow of conversation that is easily understood. He uses language to influence people's thinking, opinions, and attitudes. He uses it to talk about alternatives and to discuss what he and others might do under different circumstances.

(P-6+)

(P-7). The child can say what she has in mind to say without circling around it. She can provide a lot of background material to help people understand when she describes fairly abstract things like the rules of games, or how the speeds of a 10-speed bicycle work. In a group discussion she can follow in detail what everybody else is saying. She refers to principles to try to influence people. When the person she is talking to misses the point, she can say the same thing in other words. When she doesn't quite understand what someone else means, she can use language to ask for the information she needs.

P-SCALE QUESTIONS

Level 0+ Criteria

Circle One

0.1 Does the child determine what another person is talking about by looking in the same direction? yes no

0.2 a. Does the child communicate about his own comfort, pleasure, and distress non-verbally? yes no

b. Does the child communicate about clothing or other things associated with her person? yes no

0.3 a. Does the child usually respond attentively to turn-taking activities, such as peek-a-boo, without initiating the activity? yes no

b. Does the child request objects by reaching for them and sometimes opening and closing his fists? yes no

c. Does she call attention to novel things in the environment by pointing or holding them for others to see? yes no

0.4 Does the child use such non-verbal signals as following another's gaze or looking in the direction someone is pointing to achieve cohesion? yes no

0.5 Does the child communicate with stretching and holding gestures, facial expressions, and differentiated cries? yes no

Level One Criteria

1.1 Does the child refer to objects by holding them, looking at them, pointing, and touching? yes no

1.2 Does the child communicate about toys, lights, animals, particular foods, and other things she can control? yes no

1.3 a. Does the child initiate peek-a-boo and other turn-taking activities? yes no

b. Does the child imitate the movements of others, but not necessarily to influence action? yes no

1.4 Does the child use non-verbal means to:

- a. Call attention to physical needs? yes no
- b. Express personal reactions? yes no
- c. Request help by shifting her gaze back and forth from an object to the person whose help she wants in getting the object? yes no

1.5 Does the child sometimes imitate the signs produced by others, although with imperfect hand movements and configurations? yes no

Level Two Criteria

2.1 Does the child often use conventional signs or words to refer to the immediate physical context? yes no

2.2 Does the child identify objects upon request? yes no

2.3 Does the child sometimes repeat what was just said? yes no

2.4 Does the child often use language to:

- a. Request a few objects and simple services? yes no
- b. Get the attention of others or call them to his location? yes no
- c. Greet others? yes no
- d. Protest or prevent other people's actions? yes no
- e. Label objects without cueing? yes no
- f. Note the presence of familiar objects? yes no
- g. Note or call for the removal of objects? yes no

2.5 a. Does the student expect others to figure out what she leaves unsaid? yes no

- b. Does the student use non-verbal signals to extend meaning? yes no

Level Three Criteria

3.1 Does the student refer primarily to things that are of interest to him? yes no

3.2 Does the student communicate about:

a. A substantial number of objects and actions that affect her (too many to keep track of easily)? yes no

b. The locations of objects. yes no

c. The destinations of objects that are moving or being moved? yes no

d. Temporary as well as more or less permanent characteristics of people and things? yes no

e. Who owns what and what belongs to whom? yes no

3.3 Does the student link what he says to what others say in any way? yes no

3.4 Does the student use language to:

a. Represent a broad range of her actions? yes no

b. Affirm the presence of large numbers of objects, note or call for their removal, and note or try to bring about their return? yes no

c. Request a broad range of objects and services? yes no

d. Identify objects and actions in pictures? yes no

3.5 a. Does the child usually use utterances consisting of at least two syntactically related components? yes no

b. Does the student often rely on others to figure out what has been left unsaid? yes no

Level Four Criteria

4.1 Does the child:

a. Refer to actions he is about to take, and express the intention to take action? yes no

b. Refer to actions taken by others that do not affect her directly? yes no

4.2 Does the child:

a. Use a broad variety of combinations of semantic categories of meaning in a single utterance? yes no
(See Bloom, 1978, for more information.)

b. Talk about several coordinated but independent events and conditions at the same time? yes no

4.3 Does the student achieve cohesion in conversation by using elements (words or phrases) from the earlier utterances of his conversational partners? yes no

4.4 Does the student use language to:

- a. Establish the identity of things and people? yes no
- b. Create and maintain make-believe worlds (rather than simply participating in make-believe worlds created by others)? yes no

4.5 Does the student:

- a. Usually express most of what she wants to say, rarely leaving important details unexpressed? yes no
- b. Usually understand friends and familiar adults; can they understand him? yes no

Level Five Criteria

5.1 Does the child communicate confidently and intelligibly on topics that are entirely beyond the immediate physical context and that require interrelation of objects, states, and events located outside the present time and place? yes no

5.2 Does the child express explicitly a variety of relationships between events or states that involve time, causality, contradiction, states of knowledge? yes no

5.3 Does the child carry on conversations, contributing relevant details or comments on her partner's theme without changing the subject? yes no

5.4 Does the child use language to find out:

- a. What is happening? yes no
- b. Who is taking what kind of action? yes no
- c. What state things are in? yes no
- d. Why people are doing whatever they are doing? yes no

5.5 Does the student

- a. Usually tell stories or provide descriptions with clear overall meaning and structure, clarifying hazy details readily by answering questions? yes no
- b. Communicate with ready intelligibility on a one-to-one basis with strangers accustomed to deaf children? yes no

Level Six Criteria

6.1 Does the student:

- a. Refer to objects, actions, events, and states in a hypothetical mode, without regard to their reality or truth, and consider the implications? yes no
- b. Refer expressly to more or less perceptible non-routine and complex actions and feelings? yes no

6.2 Does the student communicate successfully on any topic within his experience? yes no

6.3 Does the student:

- a. Engage in sustained dialogue and narrative with strangers, with a high degree of intelligibility and comprehension? yes no
- b. Follow accurately but not necessarily in full detail the general meanings of multi-party conversations, even on unfamiliar topics? yes no

6.4 Does the student use language explicitly to influence opinions and attitudes as well as actions? yes no

6.5 Does the child:

- a. Maintain a steady flow of accurate and fully intelligible expression, only occasionally having to backtrack or use non-idiomatic language? yes no
- b. Provide enough context to enable conversational partners to interpret messages containing a considerable amount of new information? yes no
- c. Communicate with sufficient clarity that requires only occasional clarifying questioning by a conversational partner? yes no

Level Seven Criteria

7.1 Does the student build referential contexts rich enough to allow her to explain the details of moderately elaborate systems, such as the rules of a game or how something works, to others who are unfamiliar with what is being described? yes no

7.2 Does the student communicate with strangers in one-on-one or multi-party conversations with a high degree of intelligibility? yes no

7.3 Does the student:

a. Paraphrase and amplify his own comments to accommodate the needs of his partner? yes no

b. Pinpoint the information she needs to clarify ambiguous meanings? yes no

7.4 Does the child use language to express general principles for the purpose of influencing opinions, attitudes, and actions of others? yes no

7.5 Does the student usually maintain a steady flow of fully idiomatic expression free of circumlocution? yes no

APPENDIX C: SAMPLE INSTRUCTIONAL UNIT

UNIT II: ALL ABOUT ME

Time Period: Approximately 3 weeks (12 - 15 lessons)

Overview

After completing this unit, the children will demonstrate understanding of information about themselves. They will be able to identify and label some of their unique qualities, body parts, and feelings.

Concepts

A. I have unique physical characteristics.

B. My body is special. I am growing and changing all the time. (Related to main ideas from Unit 5, I Am Changing).

C. I have many different feelings.

D. I have many different friends; some are boys and some are girls.

E. I have a special name sign and so do all my friends.

F. I have specific likes and dislikes.

G. I can do many different things.

Preparatory Ideas

Set up an area related to body parts, facial expressions, and identity. Include pictures of adults, teens, children, and babies of both sexes; picture/name cards showing each child's photo and name sign; a large mirror; and a height chart with students' names.

As an introductory activity, and to help you evaluate each child's functioning level, have them identity themselves and each other in photographs, from your descriptions. To build imitation skills, play the game, "Simon Says."

Note: Try to integrate every objective of each unit throughout all the daily routines.

Concept A: I have unique physical characteristics.

1. Have children match parts of their own bodies to pictures or objects representing body parts (head, eyes, ears, nose, mouth, hair, body, arm, hand, etc.). As they succeed in matching the parts, gradually increase the number of irrelevant objects to choose from.
2. Ask children to discriminate between objects or pictures in a group: present several objects or pictures and ask the child to touch the nose or other specific body part.
3. Have students imitate specific body movements made by the teacher as they play "Simon Says."
4. Have children locate their own body parts or facial features on request: ("Touch your nose.").
5. Present a very busy picture or collage and ask students to point out particular body or facial parts.
6. Have students match and identify the colors of their own skin, hair, eyes as they looking into a mirror or at pictures of themselves.
7. Let students participate in measuring each other's height with non-standard measuring tools (string, blocks, etc.), and identify receptively and expressively who is taller or shorter. Students should also measure and compare each others' hands and feet.
8. Ask students to match body and facial parts with their functions as shown in pictures or parts and activities. Student should also demonstrate the functions (foot--kick, nose--smell, etc.).
9. Help students count their body parts: "How many eyes do we have?"). Use a number line for visual assistance.

Concept B. My body is special. I'm growing and changing all the time.

1. Use baby pictures, clothing, and photos to show students how they have changed and have grown bigger, and will continue to grow.
2. Let students sort clothes and possessions belonging to babies, children, adults. Use as many real items as possible.
3. Ask students to discriminate among things babies can and cannot do. Use specific questions: "Can a baby drive a car?" as well as pictures of the various activities.

4. Have students demonstrate their comprehension of lifelong growth by arranging pictures in sequence: baby--child--young adult--adult.

Note: The idea of change also appears in Unit 5 and should be carried through the year. Emphasize the concept of change as continual.

Concept C: I have many different feelings.

1. Ask students to imitate the following facial expressions: happy, sad, angry, tired, loving, frustrated, shy, sick, and hungry.
2. Let students identify those emotions and feelings receptively, by pointing to appropriate pictures.
3. Ask students to label pictures and facial expressions of the various feelings mentioned above (expressive identification.)
4. Use stories and role playing to help students begin to identify why they might have particular feelings. ("When my friend doesn't what to hold my hand, I feel sad").

Concept D. I have many different friends.
Some and boys and some are girls.

1. Ask students to identify themselves and their classmates appropriate as either boys or girls.
2. Have students sort pictures of boys and girls.
3. Introduce the concept of friendship with both boys or girls. Watch whether they demonstrate understanding of that concept as they choose friends to walk and play with.

Concept E: I have a special name sign. So do all my friends.

1. Make sure students recognize their name signs and can use them to label themselves.
2. Have students recognize their classmates' name signs and use them to label the other children.
3. Let students ask or imitate asking the question, "What is your name?" to several different people throughout the day.
4. Let students practice using ABCs to print their own names.

Concept F: **I have specific likes and dislikes.**

1. Give children several different choices of foods, toys, clothing, books, movies, etc., and let them choose the ones they like or do not like.

2. Have students expressively sign or imitate signing, "I like that," or "I don't like that."

Concept G: **I can do many different things.**

1. Encourage students to identify a wide variety of fine and gross motor tasks through both action and language.

2. Have students indicate whether or not they can do each task. "Can you draw a picture?" "Can you ride a tricycle?" "Can you drive a bus?"

Note: The main ideas in this unit should be integrated into daily routines, so children will learn through repeated exposure to related language and experience.

YPR 2, UNIT 2. ALL ABOUT ME

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1. Entering School

Routines: Set up a designated area, with adult supervision, where children can go when they arrive at school.

When most of the participants in the breakfast program arrive, walk with them to the breakfast area.

Activities: Greet students with a variety of phrases to provide a lot of exposure to language and vocabulary.

- o Are you tired this morning?
- o You look happy this morning!
- o Three girls are here from our class.
- o All three girls have black hair.

Prepare expression badges or necklaces for students to wear, identifying how they feel. Let them choose the appropriate expression for the day.

Group children with similar colors of hair, eyes, shirts, etc., and have them walk together, holding hands, to the classroom area.

Have boys and girls line up separately.

Place 26 large, differently colored paper footprints along the path to the classroom. Label each footprint with one letter of the alphabet. Let the children identify or find other examples of the letter or color in each footprint.

Make such comments as, "Oh, that's the same letter S as in Steve's name," or ask whose name begins with an S.

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2. Bathroom

Routines: Let the toilet trained children use the toilets on their own and work independently on skills.

Teachers work with children on toilet training and changing diapers.

Activities: Hang pictures of boys and girls with various facial expressions in the bathrooms for discussion. Ask the students to identify these expressions.

Display and talk about pictures of children doing various fine and gross motor activities.

Post colorful ABCs in the bathroom for recognition and identification.

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3. Hearing-Aid Check

Routines: Individual sound test.

Individual speech drills

Free play while waiting for their turns.

Activities: Provide a large chart with children's names and space for a sticker or picture with each name. Also provide enough happy or sad faces for each child. As a child's aid is tested and put on, have her put the appropriate picture or sticker--happy face or sad face--next to her name. Say something like: "Good! You remembered your hearing aid today. You can put a happy face with your name."

If a child forgot his hearing aid, say, "Too bad, you forgot your hearing aid, put the sad face with your name."

Use appropriate vocabulary repeatedly: listen, battery, good, happy, sad, working, hearing aid.

Speech drills can be related to the unit by matching facial expressions.

Ask the child to speechread his or her own name and the names of classmates.

Books, toys and coloring activities related to this unit should be set up in the free play area.

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4. Morning Group Time

Routines: Have students arrange their chairs in a semicircle.

Activities: o Show and Tell. Show the children that you have two feet, and how you can use your feet to jump.

Let children choose badges or necklaces of facial expressions, showing how they feel. Models your own feelings first by putting on the happy face badge and saying, "I feel happy today."

- Body Tracing (cooperative). Provide large pieces of paper for students to lie on. Let one child lie down as the other children help him stay still. Show children how you trace their bodies with crayon or marker.

  Use mirrors to let children to see the colors of their hair, eyes, skin, clothing, etc, then let them color in the outlines of their bodies.

- Story Time. Read aloud a book related to the unit. Follow up with puppets and other props, keeping students involved.

- Music Time. Sing and dance "Hokey Pokey" to name and call attention to heads, shoulders, arms and legs, knees and toes, etc.

- Body Parts. Post picture cards of body parts for daily games and discussions. For example, point to a picture of a nose, and ask, "What is your nose for?" (to smell). Have something on hand for children to smell.

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5. **Transitions**

Activities: Arrange children in pairs (e.g., boy/girl or boy/boy, blonde hair/black hair, light skin/dark skin, shortest child/tallest child, etc.). After pairs have been formed, ask everyone to hold hands and hop on one foot to your destination, or have each child assume the same expression --smiling, angry, etc.

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6. **Snack and Lunch Time**

Routines: Set up a table for the children for morning snack time.

Activities: Make a food chart and let students identify foods they do or do not like.

Let children taste foods that are hard and soft, sweet and sour, cold and hot, etc.

Draw facial expressions with peanut butter on crackers, or cover crackers with peanut butter and draw faces with raisins.

Make bodies or form child's first initial with pretzel dough.

Make gingerbread boys and girls.

7. Small Group Time

Routines: Group children according to their language levels to work on specific unit activities.

Incorporate teaching of math, science, and language skills through activities that involve matching, sorting, labeling and counting of children, body parts, clothing, etc.

Activities: Count the number of heads (noses, hands, etc.) in the room.

Use non-standard measurement tools to measure heights, distances, etc.

Ask the children to remove their shoes and socks and wet their feet (use a bucket with a little water in it for each child to step in). Children should step in a pan of baby powder, then onto a large sheet of black paper. Compare and contrast the footprints.

Repeat the activity with handprints.

Let children explore different textures (sand, dried beans, cooked spaghetti, jello, furry materials, etc.) with their hands and feet.

Take photos of the children during school activities, or ask parents to send snapshots from home. Let students make individual or class picture books.

Make student profiles or silhouettes. Seat each student sideways near a sheet of light or dark paper hung on the wall. Shine the light of an overhead projector on the student from the other side, and draw the outline of the student's shadow. Then cut out the profiles, paste them on contrasting sheets of paper and add children's names.

Help students build a scarecrow or a silly monster by stuffing clothes with rags or newspaper--a fun way to practice identifying body parts.

Play "pin on the body part." Post a large cutout of a child on the wall. Create a set of cutout body parts for students to pin in place.

Let students arrange pictures in chronological sequence; for instance, pictures of a child riding a bike, a child falling off a bike, and a child crying.

Have students arrange a sequence of pictures showing some kind of progression: child to adult, short to tall, etc.

Let children glue macaroni faces on paper plates, creating various facial expressions. They will need glue, paper plates, macaroni, yarn for hair, crayons or markers, etc.

Create a handprint collage. Provide small pans of paint in various colors and let students cooperate to paint each others' hands, decide where to make prints on a large sheet of paper, then wash off the paint.

Incorporating Auditory and Speech Skills in Lesson Planning

Teachers can use the basic teaching units to encourage development of communication skills by incorporating auditory, speechreading, and speech production activities into work on the curriculum objectives.

To accommodate different levels of communication skills within the group, use such techniques as fading cues and limiting response Options, as detailed on page 11 of the introduction to this curriculum.

Auditory Training (Using auditory cues only)

1. Speak the names of various body parts and ask students to point to the corresponding parts of their own bodies, find them in pictures or on paper dolls, etc.

2. Describe the function of a body part in incomplete oral statements; ask students to complete them. ("We see things with our ______.").

3. Ask students to listen for two critical elements, such as color of hair, eyes, etc. "Find the doll with black hair and brown eyes."

4. Call each child's name; ask students to raise hands or give another signal when they hear their own names.

5. Use a Language Master to record each student's name and physical description on a card. Have students match recorded cards to the pictures of appropriate classmates.

Speechreading

1. Activities 1-4 above can be adapted for speechreading by providing visual as well as auditory cues.

2. It is often appropriate to let students take turns acting as teacher, as a way to practice reading each others' speech.

Speech Production

1. Work on general speech goals should follow this sequence:
   - Encourage use of voice.
   - Encourage production of correct numbers of syllables in words.
   - Encourage use of appropriate intensity.
   - Encourage clear production of specific speech sounds.

2. Specific speech goals should be determined by evaluating the skills of individual students. Whenever possible, teachers should select classroom vocabulary that allows students to practice production of their own speech goals.

APPENDIX D. STORY UNIT

USING CHILDREN'S LITERATURE TO TEACH CONTENT

A story unit is a good method of teaching objectives from the various content areas. Story units can be used to:

- Introduce classic and well-loved stories to deaf students.
- Provide opportunities for teachers to read to their students.
- Begin development of a variety of pre-reading and pre-writing skills.
- Provide a vehicle for a variety of activities and experiences in such areas as science, social studies, and math, as well as in language and language arts.

Choosing Materials for Story Units

Teachers must exercise their own best judgement in choosing stories. At the Kendall School, story units are used to teaching objectives for the resource units, so teachers are careful to choose stories with similar themes. A list of suggested books and stories is included at the end of most resource units.

For example, the theme of YPR 2, Unit 4 is homes. Among the stories recommended to correspond to the theme of this unit is The Three Little Pigs. Goldilocks and the Three Bears might be used to support YPR 2, Unit 3, which develops the concept of family. Teachers are likely to have other favorites that are equally appropriate, and should feel free to choose the books they prefer.

Another way to select material for story units is to make available to students a variety of books whose themes are appropriate for the units being studied. Give the class time to become familiar with the books, then let the children discuss the stories and choose the ones they want to hear.

Developing a Story Unit

Once you have chosen a story, it is relatively easy to build a story unit around it. First, decide how to present the story to the children. Along with reading and signing from the book, will you also use a flannel board? Props? How much time will you need to present the story as you like--several days? A week?

Check over the unit objectives and find several that you can teach through the chosen story. You may also want to add objectives from other content areas.

Decide what other benefits you want children to derive from the story unit. The Scope and Sequence section may suggest other uses. For instance, do you expect students to be able to retell the story? To name and discuss the characters? Predict events or place them in sequence?

Prepare a list of activities based on the story that you will want to use, including free choice activities for students. Finally, collect or prepare any materials and resources you will need.

APPENDIX E.

TEACHING SCIENCE TO PRESCHOOL CHILDREN

Young children are natural investigators. Their inborn curiosity leads them to observe, manipulate and explore objects in their environment. They are active learners, intent on discovering the world around them.

Those who work with preschool children need to nurture this natural curiosity by providing opportunities for investigation. The preschool environment should be rich with stimulating materials to observe, manipulate, smell, taste and touch.

Piaget stated that, "To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it . . . . An operation is thus the essence of knowledge."

Experience is the core of science for young children. An environment rich in sensory experiences encourages the development of language skills. It also serves as a conceptual base for later science competency. The ability to understand concepts develops gradually in young children. Preschool children need a large variety of science and language experiences before they can internalize concepts and express them in appropriate language. This is especially true for young hearing-impaired children.

The KDES Preschool Science Curriculum was designed to provide rich sensory experiences in science that will foster language development and satisfy children's natural curiosity about the world.

A preschool science curriculum should be flexible enough to encompass different styles of teaching, including learning centers, content-based units, and small group activity. It should allow for and take advantage of the kinds of spontaneous events that often happen in preschool classrooms. Most of all it should encourage children to follow their natural instincts to explore and to discover. That is what science is all about.

SAMPLE SCIENCE LESSONS

Area: Earth Science--Climatology/Oceanography

Science/Language Experience: Water Play

Participating in some of the water play activities listed below, students will begin to develop understanding of concepts and language associated with water and other liquids.

Vocabulary	Activities	Materials
pour	Pour water from one container to another.	water, containers
water, splash	Splash water.	water
blow, bubbles	Blow bubbles in the water.	straws, tubing
full, empty	Fill up different containers with water.	containers
wet, dry	Get objects we and let them dry.	variety of objects
Color names	Add food color to water.	food colors
soap, bubbles	Add soap to water to make bubbles.	soap, water
swim, pool	Go swimming in a pool.	swim suits, hose, pool
rainbow	Make a rainbow with the spray from a hose.	hose
ice, melt, cold	Soak up water with sponges, towels.	sponges, towels, etc.
float, sink	Float and sink a variety of objects.	objects
drink, mix	Make Kool-Aid or another drink with water.	drink powder, pitcher, glasses

Resources:

Althouse, Rosemary, Science Experiences for Young Children. New York, NY: Teachers College Press, 1975.

McIntyre, Margaret, Early Childhood and Science. Washington, DC: National Science Teachers Assn., 1982.

Area: Physical Science--Energy

Science/Language Experience: Using Magnifiers

Participating in some of the activities listed below, students will begin developing skills for using magnifiers, and the associated language.

Vocabulary	Activities	Materials
body parts bigger, larger	Examine parts of your body using a magnifier (arm, hair, eye, tongue, fingers, skin, etc.)	magnifiers
names for clothing	Examine your clothes using a magnifier (shirt, socks, buttons, barrettes, etc.)	
names of foods	Examine different foods with a magnifier: vegetables, fruits, salt, sugar, etc.	
names for plant or animal parts	Examine plant and animal materials with a magnifier: leaves, grass, pine cones, spider web, snail, insects, worms, feathers, seeds, etc.	
names of objects	Examine objects using a magnifier (clockworks, printed papers, money, wood, cotton, yarn, sand, etc.	
feel, curved, smooth, glass thicker, thinner	Feel the lens of a magnifier. Discuss how it feels: curved, thicker in the middle than around the edges)	
fill it, put lid on, we made a magnifier	Fill a vial or a small curved jar with water. Put a lid on it. Use it as a magnifier. What happens?	

Area: Physical Science--Force

Science/Language Experience: Wheels

Participating in some of the activities listed below, students will begin to understand concepts and language associated with wheels as simple machines.

Vocabulary	Activities	Materials
It has wheels. These wheels are big. these wheels are little.	Collect toys with wheels. Compare and classify the wheels by size.	Toys with wheels
words for vehicles, cut, glue, keep looking	Cut out magazine pictures of objects that have wheels. Make a collage.	magazines, scissors, glue
Draw a wheel. Create a car.	Observe the shape of a wheel. Draw it. Make it into a vehicle.	paper and crayons
Change it. It was round, now it is square. How does it move?	Change the wheel on one small toy to make it square using heavy tagboard. What happens?	toy with wheels heavy tagboard
Do you see any wheels? Count them.	Go on a hike around school. Count all the wheels you see.	
fast, faster, fastest, slow, slower, slowest	Practice rolling wheels. Which wheels go the fastest; the slowest?	wheels of assorted sizes
Make a car. How will you build it?	Make wheeled toys with Tinker Toys, milk cartons, and other objects.	Tinker Toys milk cartons
Wheels make things go faster. This car won. Which is slower?	Find two identical toys: one with wheels and one without wheels. Compare them. Which goes faster? How do wheels help?	toys: one with wheels one without wheels
names of vehicles	Cut out pictures of wheeled vehicles in magazines. Make a book. Write the names of the vehicles.	magazines tagboard

Science/Language Experience: Wheels (continued)

Vocabulary	Activities	Materials
names of objects with wheels	Visit a grain or cider mill. Observe a paddle boat, windmill, carousel, ferris wheel, etc.	
You can go fast Wheels make it easy.	Go roller skating. How do wheels help you have fun?	roller skates, other wheeled vehicles